

The MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION
MAGISTRI NEQUE SE

VOLUME XVIII



NO. 3

CONVENTION NUM

DR. H. E. SMITH
UNIVERSITY OF ALBERTA.

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President, Ontario Secondary School
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NOVEMBER, 1937

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THE A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION



MAGISTRI NEQUE SERVI

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Number THREE

EDITORIAL

"DOG-EAT-DOG" MUST CEASE

CERTAIN topics do not appeal to us as happy ones for treatment in our Editorial column: in fact it is with a degree of hesitancy and shame that the necessity is acknowledged for so doing. Perhaps, however, it would be held hypocritical to withhold reference to the fact that, as is the case with other large groups, there is a small proportion of the six thousand teachers of Alberta to whom the Code of Professional Etiquette would soon become as a dead letter unless its provisions were occasionally brought specifically to their attention and the personal risks accruing from infringements of the letter and spirit of the Code. Unfortunately, experience has proved that the temptation to secure immediate, personal advantage or to avoid difficulty has been too strong, as was the case with Judas and the thirty pieces of silver. In every walk of life, certain individuals exist on a moral plane where an appeal falls on deaf ears to take the straight and narrow path, in order to avoid the finger of scorn being pointed at the whole body by reason of publicity given to selfish and unneighborly acts of the individual. In such cases, of course, nothing remains to be done but appeal to force—trial and punishment.

Possibly no clause of the Code of Etiquette is so frequently abused as (b) of Section 5:

- "It shall be considered an unprofessional act:
To seek employment with a school board;
- (b) Already having a member of the Alberta Teachers' Association under contract for the same position."

A recent session of the Discipline Committee of the Association where a teacher before them was charged with committing, and found guilty of a breach of this clause, leaves no room for doubt that short shift will be given to any teacher who makes claims of this nature:

"I didn't know the previous teacher wanted to stay on"; or

"I was approached by a member of the Board to apply for the job"; or

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in his behalf. Suffice it to say that all persons involved in giving or receiving bribes of this nature, whether teacher, school board member, relative of teacher or private citizen, are walking within the shadow of gaol whose gates may open any moment to receive them as occupants.

* * *

Yet again, cases are under investigation where teachers are alleged to have colluded with school boards or school board members in committing breaches of the Minimum salary provisions of *The School Act*. Some are alleged to have proposed to school boards that they, the teachers themselves, should be charged exorbitant rent for the teacherage: others to have given receipts to school boards for moneys received by the teacher, but never paid to him by the board.

* * *

JUST as long as these abuses be indulged in by the few, the many will bear the stigma and the teaching body be questioned as to whether they are entitled to be regarded as "a noble profession". As is the case with all investigating bodies (the police, for example) the greatest difficulty is to secure air-tight evidence to warrant a reasonable degree of certainty of establishing guilt. Legally and morally it is held to be the duty of every citizen to assist the state in enforcing the criminal and other laws—for example, by laying charges against breakers of the law and supplying the State or its officers with information given for the sole purpose of bringing guilty parties to justice. Unprofessional acts committed by a small proportion of individuals composing a profession, inevitably stigmatize the whole group. Therefore, in duty and justice to one's professional organization every assistance should be given by the membership at large to assist the Executive through the Discipline Committee to bring offenders against the Code of Etiquette to justice. Any "unprofessional" teacher deserves to be informed against: any member having knowledge of unprofessional acts and remaining silent is thereby contributing to professional delinquency and placing obstacles in the way of his professional organization to rid his profession of unprofessionalism.

* * *

TEACHER MEETINGS AND THE DEPARTMENT

THE suggestion has come from different sources that Teachers' Conventions, Local Associations and others should have Regulations 18 and 19 of the By-laws of the Association Relating to Discipline brought to their attention. They read as follows:

- "18. No local group or groups of teachers shall send deputations to the Government or any member thereof, nor bargain in any way with the Department of Education of the Province of Alberta on matters affecting the interests of teachers generally, or implying a change in educational policy without the knowledge and consent of the Executive Council of the Association.
- "19. Unless the context otherwise requires in these By-laws, the words 'local group' shall mean: a group of teachers composing the staff of any school district, or a number of staffs of school districts combined; or a local association of the Association."

When these By-laws were adopted unanimously by the Annual General Meeting of the Association and

later approved by the Lieutenant-Governor-in-Council, the intention was not to "cramp the style" of any group or groups of our members but to ensure that the Department of Education would have but one recognized connecting link between the teaching profession of the Province and themselves. Furthermore, By-law 18 obviously guarantees that the opinion of any group or groups of teachers throughout the Province may not be transmitted to the Department of Education without some security, firstly, that the decision has been made after due deliberation and discussion and, secondly, that the policy involved in the resolution is not inimical to or inconsistent with the attitude of the whole body of teachers of this Province. We are sure our members will appreciate the necessity for, and the practicability of this regulation. They must realize that the Executive of the A.T.A. requires to be fully informed in regard to what our members are thinking and resolving. We can assure them there is no desire whatsoever for the Executive to adopt any autocratic attitude in this matter, and the rare exception would prove the rule that the Executive of the Association would seldom exercise the authority vested by the *Teaching Profession Act* and the By-laws Relating to Discipline made thereunder, to forbid direct approach to the Department. However, there exists the recognized machinery for crystallizing teacher opinion—by way of and through the Annual General Meeting. The business of the Annual General Meeting is entirely composed of matters brought before the meeting by the Provincial Executive and by local associations, the latter items of business being introduced in the form of resolutions formally adopted at meetings of locals. It is suggested that groups of teachers who have opinions which they feel should be transmitted to the Department of Education, should test their own local associations with a view to having such local endorse their opinions and to have them go before the entire organization at its Annual General Meeting. If, of course, they cannot succeed in securing the support of their locals, then it is obvious that their opinions must remain officially unexpressed until such time as they can secure the majority opinion in their own locals. There is just this further point to consider: the Executive is placed in a false position if, while attempting to express efficiently what they believe to be the opinion of the teachers of the Province as a whole, there is evidence of a group or groups of teachers (through unauthorized channels) advocating a policy which is not in keeping with the majority opinion. The Association, through its Executive and through its Annual General Meeting is honestly trying to crystallize the opinion of the whole teaching body, and policies being promulgated without their knowledge is not only inconsistent with the statute, but tends to dislocate the aims and objects of the whole teaching body. It is in the interests of every group of teachers that expressions of opinion in the form of resolutions be not sent directly to the Department, but to the Executive of the Association who will forthwith take such action as will enable them to discover whether the opinion of the group is that of the teachers of the Province generally. If the latter is found to be the case, then the Executive, without any hesita-

tion whatsoever, will endorse the proposal and take such action as will be most effective in implementing the desire of the group.

THE NEW SET-UP

THE new type of organization as suggested by the last Annual General Meeting is apparently meeting with unanimous approval of the whole teaching body of the Province. Wherever there has been a convention of teachers and the proposal has been laid before them, the convention area has decided that since all teachers attending conventions are members of the Association, the Convention will henceforth be responsible for all local association activities within that area, including the organization and carrying through of the Fall Convention. The proposal is that at each convention the officers and executive appointed by the convention shall be the officers and the executive of the inspector or divisional association of teachers; that the Inspector will continue to be, as heretofore, a member *ex-officio* of this Executive when discussing convention business or (in case the divisional executive appoints a convention committee from within itself) the Inspector will be *ex-officio* a member of this convention committee at all meetings.

THE Executive of the Alberta Teachers' Association interviewed Dr. H. C. Newland, Supervisor of Schools, and Chief Inspector Fuller in regard to fall conventions. The question of organization was discussed and certain conclusions reached which were approved by Dr. McNally, Deputy Minister of Education. In view of the fact that all teachers are now members of the Alberta Teachers' Association, it was accepted that there could be no valid objection to the district associations organizing the fall conventions or appointing their convention committees from the district association executive. The Department was given an assurance by the Executive of the A.T.A. that the district association executive will co-operate to the fullest possible extent in cases where the holding of

local institutes or conventions is advisable or where the several local association executives arrange for a joint convention of the teachers of several inspectorates or school divisions. The intention is that the fall conventions will continue to function as in the past and remain essentially meetings at which teachers can discuss their classroom problems, receive information and advice, and improve their professional standing. An unofficial letter was sent by the Chief Inspector to every inspector of schools, notifying him of the understanding arrived at, and advising that the Department would be pleased to have the Inspectors co-operate with the Association in carrying out its plan for appointment of convention committees. General Regulations of the Regulations of the Department in this regard, numbers 27, 28, 29, and 30 will not require to be amended in any way.

Regulation number 27 reads: "Upon receiving the approval of the Minister the officers of any teachers' association may arrange for a convention, the object of which shall be to promote the teaching efficiency of its members."

The Department officials have recognized that "the officers of any teachers' association" should not be interpreted to mean "the officers of any teachers' association except the officers of the Alberta Teachers' Association." When every teacher in Alberta was not necessarily a member of the A.T.A., it was inadvisable for the A.T.A. to have its activities taken over by the fall conventions for the simple reason, of course, that non-members of the Association would be in a position to participate in and influence A.T.A. activities. Now, however, the situation is clarified and there is no longer any necessity for the Department or anybody else to take the position that by excluding the A.T.A. as such from the government of the fall conventions, they are respecting the susceptibilities of non-members in attending conventions and participating in group activities where the non-member would feel out of place. The Executive acknowledges with gratitude the co-operative spirit manifested by the Department in this matter. It is yet one more evidence that the Department appreciates the significance of the *Teaching Profession Act* and that the teaching profession was created by statute in order that the teachers of the Province might gather together and operate through one constituted authority, their own professional organization.

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The Teacher's Leisure

An Editorial from *The B.C. Teacher*

Few occupations provide advantages equal to those enjoyed by the teaching profession in the matter of vacations. We are lucky, in this connection at all events, and should candidly recognize the fact.

In this matter we benefit by certain legal protection, though every intelligent person knows that school holidays are instituted and maintained in the interests of the pupils, not of their teachers. Of course the matter has financial aspects but these need not here be discussed.

The interests of the public require that teachers should have recurring periods of leisure for recuperation, for travel, for reflection. If these vacations are seriously curtailed, the boys and girls will be the most important sufferers.

In recent years there has been a remarkable development of summer school facilities of all sorts, and multitudes of teachers annually flock to important centers to improve their academic or professional qualifications. Fine. But may not such use of vacations be rather too costly?

All over British Columbia are bright, ambitious young teachers who year after year devote almost the whole of their summer vacation to very strenuous studies. The additional scholarship and pedagogical training thus acquired should make them increasingly valuable to their employers and in very many cases their summer studies involve no danger to the teachers' health. Unfortunately, every well informed person could name promising young teachers who are aging at a rate far exceeding twelve months per annum. If any teacher does not find teaching a serious nervous and physical strain, he should be dismissed as a slacker. And desirable as summer school work may be, it should not be undertaken by or required of those whose health calls for a genuine rest or for physical and mental activities that may have no immediate bearing upon school-room duties.

If it be in the public interest that teachers should continually be returning for refresher and postgraduate courses, and such a policy certainly is in the public interest, due provisions should be made for Sabbatical years or other recurring periods when leave of absence may properly be expected by teachers who are eager to render themselves more useful. It is bad policy to kill the goose that lays golden eggs, even if the unfortunate bird be ready to acquiesce in the sacrifice!

Let no one misunderstand. Summer schools and the like are quite invaluable—as substitutes for something very much better but perhaps unattainable. Some people—the editor could name examples—can stand for forty years at a stretch the almost unbroken strain of eleven months or more per annum of teaching and of systematic and strenuous studies and apparently thrive on everlasting hard work. They constitute a minority as small as it is fortunate. Other people—the editor could name examples—are paying too much for their whistle, be it never so valuable. Among them are some of the most promising younger members of the teaching profession. Many of them are not improving as insurance risks.

Folk should not have to return to their schoolroom to get an opportunity for needed rest.

The writer recalls with much satisfaction his relations with certain teachers who had got into a rut and were in danger of forgetting that when a teacher ceases to be a student he should forthwith be buried. He remembers so successfully urging the wisdom of enrolment for correspondence courses and the like that these young people—

in danger of premature intellectual death—took their university degrees and have given Canada services much more valuable than they could have rendered without such training. One is uncomfortably aware, however, that one could name conscientious and ambitious young colleagues who are pursuing university studies which, when added to their normal and inescapable burden of professional duties, constitute a load too heavy for their powers. They are so drawing upon their energies as to be depleting their capital reserves.

This editorial is not written to supply excuses for the lazy but to indicate what is a real and serious danger to some of the most admirable and promising of our young teachers, who, if not prematurely worn out, should be the leaders of their profession the day after tomorrow and for many years thereafter.

The writer has another motive. This is a kind of open letter to which he can append a postscript containing a message that our educational authorities should consider.

Will someone please page Dr. Weir!

The revision of the curriculum has involved some hundreds of teachers in a vast amount of exhausting labor. These men and women occupy posts that tax to the utmost their physical capacities and during the past year these capacities have in many cases been taxed beyond the limit of safety. In many quarters there has arisen a disagreeable feeling that the public spirit of members of the teaching profession is being exploited.

If the Department of Public Works required expert assistance in the formulation of regulations relative to the planning and construction of bridges and the like, would the professional architects of British Columbia be expected to give almost gratuitously, hundreds of hours of strenuous labor? When that branch of the Government responsible for health requires expert professional collaboration, does it turn to busy doctors in confidence that the obvious value of the services desired will render them indifferent to remuneration and oblivious of the fact that already they may be working as hard as it may be safe for them to work?

To many teachers it appears pretty obvious that if the welfare of the schools of the province requires the commandeering of the services of pedagogical experts, provision should at least be made for leave of absence during the time needed for the performance of these exceptional duties.

It is not necessary to speak in terms more emphatic. Among friends, while candor is essential, many obvious things—though not all obvious things—may be left in silence to the sympathetic understanding of the authorities concerned.



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PUBLIC SECONDARY EDUCATION IN AN ENGLISH COUNTY

by A. B. Currie, Ph.D.
McDougall Commercial High School, Edmonton

PART II

(2) "Selective Central School":

This school is attractively situated on the grounds of an old Mansion House. The house has been enlarged and adapted for school purposes but enough of its former associations have been retained to give it a domestic atmosphere. On the basis of a uniform examination about 400 pupils are selected from over twenty contributory schools and through a three or four year period are subjected to an intensive course of training. The school makes no attempt to train pupils for higher institutions though there are facilities by means of which a child may continue his training in technical colleges. Three distinct types of courses are offered which may be described as Technical, General and Domestic. The General Course serves a selected group of the brightest boys and girls. The technical and domestic courses are for boys and girls respectively whose needs are better served by courses with a more practical bias. Every child is required to take English and Arithmetic. Beyond this four additional courses are required but the choice of which depends on the nature of the class and certain administrative exigencies. Every class in any year is divided into two sections providing for further varying the content and treatment of the courses. Instruction is offered in Scripture, English, French, History, Geography, Economics, Science, Commercial Subjects, Mathematics, Art, Music, Physical Training, Domestic Subjects, Needlecraft, Handicraft. The first three years are organized as a single educational unit at the end of which a child may take the examination provided by the East Midland Education Union. The examination is, of course, optional, and its purpose is merely an index of attainment. The fourth year is organized separately so that children who desire it may continue at school for another year.

Hot meals were provided at a cost of 4d each for more than seventy-five per cent of the children. About 300 children sat down together for luncheon. The striking fact was that, in that school as indeed in all the modern schools, children are being taught the rudiments of civilized living as a part of the normal day's activities. Despite the fact that such large numbers were seated together and that they had little, if any supervision, there was a minimum of confusion. No boisterous conduct, nor loud talking: conversation is encouraged but in subdued tones. At the head of each table was seated a prefect who helped with the serving, and appeared to be responsible for the children seated there. Altogether, the whole procedure seemed to have been carefully planned, skilfully managed, and as an ideal of school life, exemplary and highly commendable.

Scheme of Selective Central School

Age-Group	General (mixed) (mixed)	Technical (boys)	Commercial (mixed) Domestic (girls)
14-15			
13-14	A 3 B	A 3 B	A 3 B
12-13	A 2 B	A 2 B	A 2 B
11-12	A 1 B	A 1 B	A 1 B

(3) "Non-Selective Central School":

My half day with the Headmaster was one of the most refreshing and delightful educational experiences I have ever had. Of all people whom I have met he more than any seems to understand the problem with which he has to

deal. Besides, this he has the power of interpretation in word and movement by means of which he brings together his long and sympathetic experience with children and a positive philosophy of life itself. I may be wrong, but the charm of the school would not be what it is without its brilliant headmaster. To know every child in a school of 500, to know their families and home circumstances, is an acquisition not often found among the best of teachers.

The school has been recently built in the midst of one of the poorest industrial areas of the county and there children are conveyed from all types or homes. Three tracks, A, B, and C, segregate the ability groups and enable the courses of children to be varied in treatment and content. Partly because of the character and tone of the school, teaching appeared to be quite a specialized undertaking. The attempt is made to get the teachers to approach the child's mind sympathetically. Teachers are encouraged to visit the homes and open days are arranged so that parents can become acquainted with the school. By coming to know the child in his proper setting the teacher is enabled to meet his problems on his own level.

In this school the stress seems to fall not so much on knowledge nor subjects, as such; nor even on the acquisition of the elementary skills, however great the need for them. The accent in this school appears to fall on the young citizens. The child must learn to be a law-abiding member of a community. Three devices receive special attention: (1) the School Code embodies the elementary principles of civilized living; (2) Music brings calm and harmony into turbulent natures and sensitizes the dull and the coarse to a new world of sound; (3) Religion supplies to these children certain convictions about life that pass quickly into a personal trust and obedience.

(4) "Rural Central School":

This school has been built out in the country and, though it is designed to serve rural children, the idea suggests itself, especially in these days when travel is easy, as worthy of consideration by urban authorities. School life in the country is simpler, healthier and more wholesome, and capable of extraordinary enrichment and pleasure for the child.

Two things are noteworthy about this school. The first is the rural bias which is given to the curriculum. A school garden of flowers and vegetables, an apiary, a livestock pen, a biological laboratory, and a work shop; these are a few of the projects which have been and are in progress of being developed, and through which it is hoped to interpret rural life. Incidentally, it provides an excellent outlet for the energy and muscle of the duller boys and girls. The "C" group work under a special teacher. Small groups of them are given routine jobs in the garden and grounds. The interest they show and the vigor with which they work attests to the value of the plan. While I was there, they were digging, sorting, and storing potatoes, and no adult could have displayed more diligence and care in a similar undertaking.

The second device is the use made of physical culture in the education of these children. Many of the rural children, both boys and girls, are lethargic, dull and heavy. They are unresponsive and seem to require "stirring-up". Very capable teachers have been put in charge of these departments and the headmaster informs me that the experiment has been amply justified. His thesis is that these children learn to feel with their bodies and become able to express in movement much that they will never be able to

PUBLIC SECONDARY EDUCATION
IN AN ENGLISH COUNTY



The Early Years Are the Best Time to Teach Them the Value of Gum Massage

TEACHERS and educators were among the first to recognize the value of gum massage—and they were quick to make it a part of their classroom work. For they know that if they taught children how to follow this oral health routine in their early years—they would give future men and women a better start towards a lifetime of sounder teeth and healthier gums.

Today's tender, tempting foods . . . as almost any dentist will tell you . . . are a threat to the health of our teeth and gums. Deprived of hard work and stimulation—naturally the gums grow lazy, tender—sensitive. And when that first tinge of "pink" appears on the tooth brush, it is Nature's way of saying, "Don't neglect your gums another day!" During their formative years, children are quick to grasp why massage restores circulation to tender, ailing gums—

and they respond, as if by instinct, to its easy technique. The index finger is placed on the outside of the jaw to represent the tooth brush, and rotated from the base of the gums toward the teeth. In this way, teachers explain, circulation quickens—gums retain their glowing health and firmness.

Ipana Tooth Paste is recommended as an aid to massage. For Ipana is more than an effective cleansing agent—it is also designed to aid the massage in toning and strengthening gum tissues.

Use Ipana yourself. Every time you clean your teeth, massage a little extra Ipana onto your gums. In a short time you will notice the difference—a new sparkle to your teeth—a new healthy firmness in your gums. More important, with Ipana and massage, you'll be far safer from gum troubles so unpleasant to have—so difficult to treat.



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*Published in the interest of Better Health by
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express in word. Some attention is, therefore, given to folk music and dancing.

(5) "Segregated Central School":

Unlike the previous examples given here, all of which were co-educational, this school enrolls boys only, about 500 in all. A school similar in size and accommodation is provided for girls.

The area is an urban district with a population of about 30,000 people. The inhabitants, men, women, and children, are employed in the hosiery mills. The community carries all the evidences of industrial prosperity, and no unemployment difficulties exist there.

The school takes boys at 11 plus, carries them for three years, following which they enter the hosiery mills. Some, even with the help or connivance of their parents, try to get away from school before fourteen. On entering the schools the boys are graded into four tracks A, B, C, and D. Except for the D's, which represent a group with a very low mental ratio, many of them uneducable, the other three tracks take the same subjects, though the content and treatment of the subjects vary with the ability groups. No grouping is provided on the basis of curriculum. Teachers specialized throughout the school; for example, one man teaches all the science, another all the history, etc. Every boy during one day a week throughout the term preceding the date at which he is to leave school attends a nearby Technical College. Here he studies pattern-making and the chief machines used in the hosiery mills. More especially this contact with the technical college is established while the child is at school so that when he leaves school he will want to continue in the evening classes. By this means it has become possible to enroll a much larger percentage of school-leavers than was the case hitherto. A similar scheme is being worked out for the girls' school.

Of all the schools I have seen this one appealed to me least. Perhaps it was because the school was too large. Certainly the corporate life was less vital and the general tone one felt to be less good than elsewhere. The school is an attractive, well-planned building, bounteously equipped with libraries, pictures, supplementary materials for teaching. Yet somehow, one had the feeling that great opportunities were being missed.

For example, I went into a history class. The teacher was giving a lesson on Roman roads. There were pictures on the walls, but the children did not know that one of these roads was quite near to their town. On looking through the instructor's syllabus, which he kindly loaned me, I found a full course in history which would be a full year's course for a first rate class in the "Secondary" school. It seemed to me that the teacher was missing a great opportunity. There, of all places in England was an admirable spot to study the Industrial Revolution. There are the factories and in their homes are many relics of pre-factory days. To gain an understanding of the great social and economic forces responsible for and released by the industrial revolution would cast a cloak of meaning about their whole lives. This was being entirely missed. Similarly with Geography, I found the children fixing the positions of a few cities on the map of Canada. They had never thought of connecting Canada with artificial silk. No doubt due partly to character of their own education (this young man was an Honours graduate in History) and partly to the failure to grasp significant things in the child's life, many teachers do not bring imagination and understanding to their instruction. They must begin with the child's conception of history, not with their own. I believe that subjects like History, Geography and Science should be completely reconsidered from the standpoint of the Central School. The objectives in teaching the subject, the whole scheme

of presentation, ought, surely, to be different from that found in the "Secondary" School. Whatever the approach, a teacher in a Central School ought to undertake to teach not subjects but children. It is strange paradox that teachers, once they are freed from their academic chains, are loath to venture forth into the real world of life and duty. Academic prepossessions, once acquired, can never, it seems, be thrown off.

(6) "Senior Division":

This was an excellent example of a two-school village. Under encouragement from the Director the two sets of managers have agreed to amalgamate, so that the Church School became the Junior and the Council School the Senior School. Actually the children enter the Council School at about eight or nine years and remain until 14 plus. There are four classes, in all about 170 pupils in the senior division but the school is operated as a single administrative unit.

The building is much too small and the facilities appear inadequate. Yet despite the handicaps there is a good spirit in the school and whatever their educational attainments one feels that in terms of human character and village life, the teachers there are doing a good piece of work.

An old shack at the back serves as the manual arts room; a formerly disused lane was broken up and now serves as an experimental flower and vegetable garden. The children have built a little greenhouse by which they can keep their perishable plants alive through the winter. In one corner all the grasses of the county had been collected and classified. The school is full of collections of various kinds. The children appeared to be well-mannered, responsive, and happy.

Now, returning to the classification, the following table will give a picture of the distribution of the enrolments of county pupils. In interpreting it, the fact must be remembered that for Grammar School pupils the leaving-age is 16, except for the few who continue for two years to the Higher Certificate Examination; for the Selective Central School pupils, about 15, and for the remainder 14 years.

Enrolments in Schools Offering Secondary Education to County Pupils on November 1st, 1935	
County Grammar Schools	3,458
City Grammar Schools (for which the County pays capitation charges)	787
Selective Central Schools	1,028
Non-Selective Central Schools	5,501
Senior Divisions	2,984
Unre-organized Schools	1,350
Total Enrolments	15,108

The Examination at Eleven Plus:

It is necessary at this point to study further the examination by means of which the foregoing classification is made. Its purpose, as we have seen, is to test capacity or promise or both. It determines not only whether a child is to receive a "Secondary" education but also what kind of Secondary education he is to receive. The main purpose, from an administrative point of view, is to form some estimate of the number of pupils in the county elementary schools who are capable of profiting by the kind of training offered in the Grammar Schools.

Normally, more than eighty per cent of the age-group take the examination. For the year 1935 the total number of the age-group in the public elementary schools of the administrative County at the date of the examination was 4,631.* The number entered for the examination was

* The population of the administrative county is about 250,000.

3,843, or 83.4 per cent of the previous number. This percentage is subject to statistical correction for over-age and under-age pupils. The number of under-age pupils between 10 and 11 years admitted at the special request of their parents was 927. Over-age pupils numbered 17. Hence the total number entered for the examination in 1935 was 4,807.

The examination results are prepared in two lists. List A contains the names of those candidates who, in the opinion of the examiners, are undoubtedly qualified to benefit by a "Secondary" education. The other, List B, contains the names of those whose needs would be better served by a Central School. The results for the year 1935 are given in the following table:

Results of the Examination at Eleven Plus for 4,807 Candidates Entered in 1935

List A.	Boys	Girls	Total	Per cent of number entered
Class 1. Of examination age	167	154		
Under " "	58	29	408	8.5
Class 2. Of examination age	114	144		
Under " "	65	51	372	7.7
Class 3. Of examination age	420	388		
Under " "	142	158	1108	23.1
Grand Total of List A.....			1888	or 39.3%
List B. Of examination age	510	617		
Under " "	110	143	1380	28.7
Grand Total of List B.....			1380	or 28.7%
Total placed in Lists A and B.....			3268	or 68%
Total unplaced			1539	or 32%

List A, Class 1 pupils are eligible (a) for "Special Places" and (b) for Scholarships (though "Special Places" in some grammar schools include local scholarships). The "Special Places" are awarded directly by the Education Committee of the County Council and carry, in cases of financial need, total or partial exemption from tuition fees, travelling expenses in approved cases, and maintenance grants after the age of 14. Class 2 pupils are also eligible for "Special Places", but they are referred, in the first instance, to the Governors of the Grammar Schools for appointment to those places which remain after awards have been made to Class 1 pupils. Every Grammar School is obliged to provide a number of "Special" places equal to twenty-five per cent of the previous year's admissions. The maximum limit is fixed by the School, the fifty per cent regulation of the Board of Education has been repealed. The only circumstance under which Class 3 pupils may be admitted is where the minimum limit has not been filled from Classes 1 and 2. Any candidate in List A, however, may be admitted as a fee-payer.†

The "Secondary" Service:

From the foregoing it would appear that the training given in the Grammar Schools is an exclusive service and that considerable attention is paid to keeping it so. Not more than ten per cent of an age-range (i.e., 11 to 14) are in "Secondary" schools; of which figure a half to three-quarters are "Special Places". Policy in this country seems to be guided by the consciousness of two dangers. In the first place, the "Secondary" school must not become a public utility. It must not become merely a road down which every child may or must travel by reason of the facts of his citizenship. It must not become a public park where anyone may rest a while, amuse himself, be entertained, before passing on to some more agreeable pleasure or occupation. On the other hand, this service is not a commodity the availability of which is contingent on

† Fees average about 15 guineas (78.75 dollars) a year for four or five years.

the parents' resources. The State is partner with Family in the discovery and subsidizing of ability.

Another point, the "Secondary" service is effective only when it is continuous to age 16. The average cost of the service per head is about 26 pounds (130 dollars) a year, of which the fee-payer contributes not more than 15 guineas (78.75 dollars). Hence, in the interests of the community as of the child, a duty is laid on the authorities to see to it that the pupil continues in school for the least period which the course requires. Accordingly, the following undertaking from all parents is a necessary condition of admission: "That the pupil shall regularly attend the said school for a course of education until the end of the school year in which he or she attains the age of sixteen years, and that I will pay to the Governors as liquidated damages a sum equivalent to a whole year's tuition fees or the tuition fees for the remainder of the period of education (whichever be the less) in the event of the pupil's ceasing to attend such school before the end of the period of education from any cause other than duly certified illness, such sum to be calculated on the basis of fees chargeable at the time of the withdrawal of the pupil. Provided always that if I and my family during the period of education make any permanent change of residence out of the County I shall be released from all liability to pay the afore-said sum to the Governors. And provided further that if I withdraw the pupil either temporarily or permanently from the school for a cause (other than the foregoing) which the Governors in their absolute discretion may consider reasonable, the Governors may agree to release me from any liability to pay any sum under this condition." In some Schools an additional fine of twenty-five dollars is levied on any parent who fails to observe the terms of this undertaking.

(To Be Continued in Next Issue)

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MANUAL ARTS

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General Shop Organization and Management

By

T. M. Parry, B. Sc.,
Western Canada High School, Calgary

PART II—CLASS MANAGEMENT

Student Conduct:

The instructor accustomed to the regular school classroom on taking over a general shop must realize the impossibility of maintaining, or expecting the same strictness of behaviour as set for the class-room.

With the students ranged along work-benches, and about machines, considerable conversation takes place among them, particularly those occupied in the same class of work. It is very desirable that this conversation, if carried on in a proper tone, take place for comparison of ideas, methods, and workmanship. Indeed, if the instructor has many students in his shop classes, he will appreciate the fact that certain types of students, slower or less experienced, receive considerable aid and information through watching, or consulting the faster, or more experienced students.

It cannot be expected that the conversation will always be strictly business, but so long as it is orderly, and no cessation of work results, no particular harm is done. Shouting is a different matter, and any such tendency to create a rowdy shop should be dealt with firmly from the start. Occasionally, freedom from seat confinement, coupled with a hidden corner, or occupied instructor may result in a scuffle, or wrestling match. Appropriate punishment for such cases can be found in the shop itself by inflicting special chores in the way of tidying cupboards, and racks; cleaning dirty pans, and containers; or additional sweeping, and dusting.

Whistling on the job is a natural accompaniment of bench-work with many workers, both children and adults. Perhaps, in the school shop it is a shame to spoil the offenders' evident enjoyment, but the new shop instructor will be well advised to insist that the work be done without the musical(?) accompaniment.

Generally speaking, a student has considerably more freedom of action in the school shop, and for the sake of preventing carry-over into the regular class-room, whether this is the concern of the same teacher or others, care must be taken that some students do not seek to take advantage of this extra freedom. They should be made to realize from the start that the privileges of shop-work are to be appreciated and not abused.

For smooth operation, the instructor must organize his work assignment and checking methods in a manner tending to keep all members of the class fully occupied throughout the shop session. Occasionally, a student will be found who desires to loaf, or who is a "watcher", desiring to do nothing more than wander about the shop, talking to, or watching others. Such a student in his own way may be picking up a considerable amount of knowledge, but nevertheless he should be discouraged in his tendencies, causing as he does, others to stop work to listen to him, or become of a similar wandering disposition.

The equipment and furnishings of a general shop coupled with the continuous circulation of the student body,

make it impossible for the instructor to keep track of the presence of each student. Some will likely discover this fact, and if the shop lay-out permits, there may be occasional cases of absence without leave. Insistence that each student wishing to leave the shop for any reason must first obtain permission from the instructor is a wise rule. No student would leave a regular class-room without permission, and there is no reason why the same rule should not apply to the shop. Remember that it is not wise, or indeed permissible, to remove the problem by the simple expedient of locking the shop door, because of fire risks.

Roll-calls at the beginning, and at the end of a shop session may be found useful, and advisable. These roll-calls should be taken with the class seated, or lined-up in an orderly manner, near the instructor's desk. This method will be found much quieter, and more efficient than attempting it with the students scattered throughout the shop at their working places.

Shop Cleaning:

A number of floor brooms, bench brushes, and dust-pans, together with a large, covered receptacle in the nature of a regular garbage can, are essential cleaning equipment for the shop. After a work period in the shop there will be considerable brushing down of machines and vices; sweeping of floors; and returning of tools, and equipment to be done.

This is a class job having in itself considerable educational value in the way of individual, and collective pride, and responsibility. Keeping the shop clean and tidy as a natural ending of the work session should always be the desire and aim of the class, acting under the general supervision of the instructor.

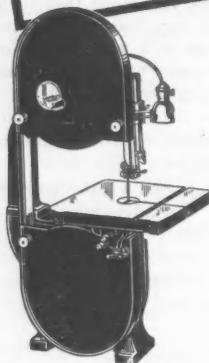
Some ten minutes before it is time for the students to wash-up, "clean-up time" should be called, or signalled. Students should be required to cease regular work immediately, and after replacing any tools for which they are individually, personally responsible, attend to their particular assignment in the clean-up organization. Slow response to the clean-up signal will result in the dismissal bell sounding before the work has been done in a satisfactory manner. Students who obeyed the signal will be kept in by those who did not.

In order that the clean-up will be efficiently done, and the work fairly apportioned, the instructor should have a clean-up plan organized. The floor area can be clearly marked off into sections, using narrow painted lines. If the floor is made of concrete, it may present a floor already divided into natural squares. Each section should have a painted number clearly stencilled in the center of it. Any machines, benches, or other equipment resting on a particular section become the cleaning responsibility of the student assigned to the sweeping of that section, excepting insofar as it is the responsibility of the machine operator to leave the machine swept down.

After the students complete their cleaning, or other assignments, they can make this fact known by sitting, or standing at a designated position. When the entire class is through, a final round of inspection should be made by the instructor before the class is dismissed, to check that each student is attending properly to his share of the cleaning work.

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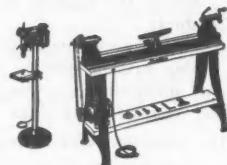
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In giving cleaning-up assignments, two methods are employable, either:

1. Term Assignment, or
2. Rotation of Assignment.

In the first case, a student has the same task to perform throughout the school year, while in the second case he rotates from job to job at regular intervals.

Some instructors might desire to appoint a student as foreman to direct cleaning-up operations. It is an excellent piece of training if carried out in a serious manner. The use of student-foremen in various capacities will bring out the students who like to lead, and those who prefer to be led. Rotation of assignments will give each student an opportunity to show what he can do in the role of a leader.

By the end of the cleaning-up period, all brooms and pans should be replaced neatly in a rack, specially provided.

Safety Rules:

In a shop, accidents will occur from time to time. The large majority of them will be of a nature no more serious than those happening daily in any school ground during play. However, where power machines are located, more serious accidents might occur and therefore steps must be taken to forestall them. This is done to a large extent at the factory by enclosing gears, pulleys, belts, etc. Particularly is this true with the modern, individual-drive machines.

A set of safety rules should be drawn up, and then enforced. Students choosing to ignore these rules should be barred from using power machines until they are ready to comply.

Some of the most important points to keep in mind by the instructor when drawing up a set of rules are the following:

1. Do not permit operation of power machines during any absences of himself from the shop.
- Either pull the main power switch, locking it if necessary; or appoint a responsible student to see that the above rule is kept.
2. Do not permit a student to run a machine until he has been given personal instruction in its operation.
3. Supply goggles with shatterproof lenses, and insist on their use for grinding, or other operations liable to permit chance of eye injury.
4. Do not allow drilling of material until it is clamped securely. Holding with one hand, or by another student is extremely dangerous.
5. Do not permit two, or more students to perform operations on a machine when safety considerations indicate one-man operation is intended. For example, the drill operator, and no one else, should start it.
6. Do not allow boisterous conduct around machines particularly.
7. Long hair, and loose ties are very dangerous around machines in operation.

Cuts, bruises, burns, wood or metal splinters in the flesh, and foreign matter in the eye are the usual injuries requiring attention so that a first-aid kit capable of attending properly to such cases should be available in the shop.

If the students are properly impressed with the necessity of observing common-sense, safety rules, accidents of a serious nature are very rare, even in large, technical schools.

It is a wise precaution however, even if it is not in fact a requirement of the school board, to make a record of all accidents, covering cause, time, date, nature of injury, attention given, witnesses, etc. Some boards will require the completion of "Accident Reports" to cover cases of injury.

Shop-work Record Systems:

Thoughtfully designed project record systems, prepared at the beginning of the term will do much to lighten the

task of keeping track throughout the year, of the position and progress of each student.

At the time the record system is being originated, it will be necessary to keep in mind those details which must be available for Departmental inspection. Statement of them is given in the Programme of Studies for the Intermediate School, on page 208.

Two generally accepted methods of keeping shop records are by:

1. Use of a Class Chart.
2. Use of Individual Cards.

The first method consists of a large sheet, or card backed either with sheet metal, or with heavy cardboard, reinforced with metal edges. Using suitable ruling of lines, students' names can be listed in a vertical column down the central portion of the left-hand side; a list of projects, exercises, or methods placed at the top to the right, to read from bottom to top, or obliquely; and finally, squaring the remaining space for insertion of record marks in line with each student's name.

In the squares are marked suitable legends consisting of strokes, crosses, circles, etc., built up in steps, telling at a glance which projects have been, (a) started; (b) completed; and (c) are yet to be done.

If considered advisable, projects may be marked upon completion, and the rating, letter or percentage, placed in the square. In this manner students are kept informed of the comparative class of work they are doing, and it instills, many authorities claim, a competitive spirit which makes the low ranking students strive to better their average. The other side of this argument is that such publicity to the class regarding the progress of the weaker students tends to discourage and embarrass many of them, so that they believe they are incapable in that phase of work, and lose interest. Instead of the publicity, the instructor can advise weak students privately, in a manner appropriate to the individual case, to secure improvement.

The second system in which individual record cards are made out for each student, can be compactly kept in a small filing case. This system is quite satisfactory if the instructor wishes to keep private records, not available to the class. Such a system is open to student inspection at all times is likely to get dirty, torn, mixed up, and individual cards lost. This last feature can be the cause of much concern, and extra work, particularly if discovered at the end of the year.

If the students are to have access to their records, and there really seems no good reason why they should not, the class chart record is very satisfactory.

When rating a project, or job, consideration must certainly be given to more items than simply the finished article. Initiative, effort, originality, progress and attitude, together with associated notes, and sketches are some of the principal qualifying factors to consider in addition.

Each student is required to keep a brief "daily record of work done" as a portion of his shop note-book. This record need only take two, or three lines per working day, but it is desirable that students indicate clearly the nature, or portion of the work done each day so that a clear picture is given to all, of progress towards the completion of a job, or project. Unless set upon the right path at the start, many students will keep a monotonous record conveying the bald facts that a certain project, say for example, a table, was started on this day. "Worked on table" will be inscribed countless times, or "dittoed", finally winding up with the date and fact of completion.

Instead of this uninteresting compilation, it is much to be preferred that the construction of the table literally unfolds itself, step by step, to anyone reading the daily record.

Conclusion:

While complete coverage has been one of the aims of this article, quite probably some points have been overlooked. On the other hand, some matters may have been touched upon which will be of no particular concern to some shop organizations.

What has been written concerns the problems which will be found to apply generally to the majority of shops of our school system. It has not been the writer's intention or desire, to order or direct the new shop teacher's methods, but rather to indicate the general management and control found by experience to be effective, and thereby make it unnecessary for the new teacher to wait for the passage of considerable time before a fund of information and methods becomes available to him.

The Modern Teacher

By C. W. Beattie, Fallis, Alberta

The days of the ancient pedagogue, the hickory stick and parrot-like education have passed, and a new improved educational era has been ushered in.

The teacher is no longer merely a teacher, a mechanical cramming machine and walking encyclopedia, but he becomes a director and supervisor in his intellectual workshop.

Is this reformation in our school system beneficial to the scholar or not? Is it a decided advantage in fitting him to enter his duties as a citizen of Alberta and Canada? We feel quite certain that these new methods are far in advance of the past methods and systems in developing confidence, self-reliance and initiative ability in the scholars, who are to become the men and women of tomorrow.

Furthermore it awakens powers of investigation and creates new interest in the work, since that work is more attractive, more inspiring, and more practical in its character, than the dry bone instruction of the past.

There is no more effective means of acquiring knowledge and retaining it than that whereby the individual himself hunts for and secures it through his own efforts.

Under the new system, the scholar, under efficient direction and supervision of the teacher, searches for and browses for the required material; creates and builds up his own world of knowledge and experience in his own way. He lives and feels the actualities of life; he becomes a part of all he does, and the whole enterprise tends to better equip him for the duties of after life.

The new course then automatically brings the scholar directly in contact with practical things. He **does** instead of listens; he takes part in real actualities instead of merely reading about them or hearing about them.

All these are the result of the enterprise work in the elementary school and the new improved course of the intermediate school.

Dramatization, extensive reading and literature requirements, social study courses and the indirect examination tests, which test the scholar's powers of appreciation, his ability to think and express his thoughts in a clear, concise manner. All may be advanced in favor of the new school system.

The teacher too, should find it much more interesting and enjoyable and both teacher and scholar should welcome gladly such a change, which brings new life, inspiration and interest into the school room none too attractive in the past.

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THE WORLD OUTSIDE

By

Miss M. B. Moore, M.A.

CANADA

Col. S. T. Wood of the Royal Canadian police, proposes international control of crime. He suggests an international crime committee linking Canadian, United States and Mexican police with a view to more efficient control and prevention of crime.

* * *

The Canadian government is encouraging the farther north trek of Eskimo youth to ensure Canadian possession of these polar areas, lest airway pioneers from other lands press counter claim. The younger native Eskimo are advised to push farther north and work is found for them at northern posts. Eskimo families have been transplanted during recent years to police and fur posts on Devon and Ellesmere islands and are being successfully acclimatized.

* * *

Dr. R. B. Jenkins, Medical Health Officer in Edmonton, who served the Alberta government as specialist in communicable diseases, 1925-29, has resigned to accept the position of Head of the Division of Epidemiology in the Department of Pensions and Health under the Federal Government.

* * *

S. H. Gandier, formerly Deputy Minister of Agriculture succeeds W. J. Elliott in charge of the Agricultural School at Vermilion.

Mr. Elliott is appointed to a new department of Public Service, namely, The Rehabilitation of Youth in the Agricultural Field.

* * *

The new flying field for which prospecting is under way—is likely to be located in the Saanich district north of Vancouver.

* * *

U.S.A.

President Roosevelt in his famous Chicago address said in part: "There must be a return to belief in the pledged word and in the value of a signed treaty. There must be recognition of the fact that national morality is as vital as private morality.

"America hates war. America hopes for peace. Therefore America actively engages in the search for peace."

* * *

In a series entitled "Saving Our Schools" the Christian Science Monitor publishes the following findings:

That 2,750,000 children have had no educational facilities provided them; that nearly half the adults have not completed the elementary school course; that only three per cent are college graduates; that only seven per cent have had some college work; that less than fifteen per cent have graduated from High School; that fifty-seven per cent of American schools have still only one room.

* * *

The Bonneville Dam on the Columbia River, 42 miles east of Portland, Oregon, is completed and the installation of power machinery well under way. The Bonneville and Grand Coulee projects combined will, it is calculated, irrigate 1,200,000 acres of land in the Columbia basin, where at present there are but three per cent of the U.S. population.

* * *

GREAT BRITAIN

War should be dealt with as a "Mental Disorder" of Humanity. Such is the opinion expressed by the British Medical Society at their convention held recently at Belfast, Ireland.

Miss R. J. Coutts

Accordingly they decided to press for an international section under the Health Organization of the League of Nations to deal with the psychology of War.

* * *

Premier Neville Chamberlain says: "The American President has voiced the conviction of this country as well as that of his own and in the call for "concerted effort" in the cause of peace, this government will be whole-heartedly with him."

* * *

The joint note from the British and French ambassadors inviting Italy to discuss the Spanish intervention question is reported moderate in tone.

Britain and France later yield to Italian demand that this question be discussed in the Non-intervention Committee.

Foreign Minister Eden on October 15th warns Italy that Great Britain would not acquiesce in "dilatory methods" at the meeting of the coming non-intervention committee. "If there are breaches of non-intervention agreement, I certainly would not utter criticism of any nation which felt compelled to resume its freedom of action," continued Eden.

France and Britain outline a programme for progressive withdrawal of volunteers fighting on both sides in Spain.

No agreement is reached regarding withdrawal of volunteer troops in Spain. A stalemate!

* * *

EUROPE

Germany, partner of Japan in anti-Sovietism, is suffering heavily from the Japanese invasion of China in loss of trade. Germany's annual favorable balance of trade with China was said to be about 200,000,000 marks. As an ally of China's invader, Germany will stand to suffer further loss through incurring the ill will and resentment of that ancient people.

* * *

The Duke of Windsor, accompanied by the Duchess, is visiting Germany for the purpose of studying housing and Labor conditions under the Hitler regime. Later they will visit several industrial cities in the United States on the same errand. A visit to the White House is also included in their tour.

* * *

Spain—A threat to the Mediterranean trade route is foreseen in the occupation of the island of Mallorca and the threatened occupation of Minorca.

* * *

France is unique in that general education in co-operation has been given a place in the University. And the subject of co-operation is taught in all French schools.

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In secondary schools it forms a subsection of Philosophy and History. In Teacher-training schools, in Higher Primary, in Technical and in Elementary schools it is placed in the courses in Sociology and Ethics.

* * * * *

Italy—That Italy approves Japan's measures in China and will never spare general support to Japan is the message from the Italian foreign minister to the Japanese foreign office.

* * * * *

THE ORIENT

Japanese bombing of civilians continues to arouse wide condemnation. To meet such menace various suggestions are offered:

International economic sanctions directed by some super national authority.

Individual and group refusal to purchase goods of the aggressor nation.

Offers of a specific nature to relieve the economic and population pressure of the offending nation.

International police action to enforce international law through a reconstructed League, or by a group of the most powerful nations prepared to use force if necessary.

* * * * *

Japan seeks control of the whole of China to prevent it falling a prey to Soviet Russia and to Communism. Such is the declaration of Yasuke Matsuoka, president of the South Manchurian Railway Company.

* * * * *

THE NEAR EAST

The higher Arab Committee, a nationalist organization formed by the amalgamation of all the chief Arab parties in Palestine, has been disallowed by the British Administration and its president, the Grand Mufti of Jerusalem, outlawed.

Arabs everywhere oppose the division of Palestine between Arabs and Jews. Palestine, say the Arabs, must be one and indivisible.

* * * * *

GENEVA

Technique for international supervision has been developed in the control of the opium traffic under the League of Nations Supervisory Board.

In case of transgression of the anti-opium code the League has the right to insist on an explanation and may resort to a species of sanctions.

* * * * *

Brussels is accepted as the meeting place and October 30th the date of the Conference of the Nine-power treaty signatories, including Canada and the United States.

President Roosevelt considers an attempt at mediation of the Sino-Japanese conflict to be the first step taken at the Brussels Conference.

* * * * *

U.S.S.R.

Press correspondents in Soviet Russia report that the purge in industrial departments of Soviet Administration still goes on and that it is accompanied by drastic reorganization of government offices, which in Russia operate agriculture, industry, and trade. And these correspondents also state that there is a definite tendency towards decentralization of authority in this reorganization.

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Directions for Making

Cover the glue with cold water, and allow it to soak until soft and pliable. Drain off all the water.

Heat the glue in a pan over boiling water (or a double boiler) until the glue melts. Then pour in the glycerine, which should also be hot, having been heated separately, and thoroughly mix the two, adding a few drops of oil of cloves.

Pour into a shallow tin a little larger than the size of paper you intend to use for copies, and set away to cool, care being taken that any bubbles floating on the surface be picked out or drawn to the edges with a piece of stiff paper before the hardening process begins. It will be ready for use in 24 hours.

Directions for Using

Write or draw on good quality, smooth paper whatever you desire to copy, using Hektograph Ink, Blue, Green or Violet, (price 50c per bottle), writing with an ordinary steel pen. Do not use blotting paper. Shake ink well before using, and if too thick add a few drops of alcohol. Where a typewriter is available, use Hektograph ribbon on the machine. Hektograph carbon paper is also sold and is a great convenience when pictures are to be placed and copies made. Indelible pencil may be used, for a limited number of copies. After writing the original copy, allow it to stand 15 or 20 minutes, to make sure that it is thoroughly dry.

Before using pad, dip sponge in luke warm water to remove dust from surface of pad, using a piece of clean absorbent paper to dry the surface of the pad. When the copy is quite dry, lay it face down on the pad, leaving it about two or three minutes, according to the number of copies required. See that the whole copy touches the surface, but do not rub. Raise your original copy carefully, and as the first few copies may not be good, take off two or three copies on scrap paper. Place fresh papers on one by one, rubbing slightly, drawing them off immediately.

When the required number has been taken, wash the surface of the pad clean with a sponge and hot water, a rubber sponge is best being firmer and stronger than the ordinary sponge. Run cold water over the pad, and dry it by using absorbent paper. Cover the pad, allowing nothing to touch the surface, and keep in a cool, dry place. The process may be repeated immediately following the use of the pad, if a new set of copies is required.

Directions for Remolding Pad

The pad may be used as long as the surface remains smooth and even. When necessary, the pad may be made over by melting the composition just as glue is melted. If the tin in which the pad is used, is strong enough, melt over the stove and place in a cool room to set.

President to Members . . .

Fellow Members of the A.T.A.:

In my October letter I invited correspondence regarding the Grade IX examinations. I received no letters; there are no problems here; I need not discuss this general topic. There is, however, one question that is being asked very frequently at the district conventions. It is: "What Courses should the Grade C Pupil take during his second and later years in the Secondary School?"

The Grade C Pupil

In the Official Bulletin, page 11, A.T.A. Magazine, Sept., 1937, is to be found this statement: "The attention of teachers is directed to the fact that Grade B or Grade C standing does not necessarily debar students from the Normal Entrance or Matriculation courses after the first year." The important word in this sentence is "necessarily". The decisions are to be made by the principal or teacher. Pupils who prove their ability may transfer gradually to the academic courses. The Curriculum Committee never expected that more than ten or fifteen per cent of the C group would ever merit permission to so transfer. One must remember that they failed to obtain thirty per cent in one or two Grade IX subjects. They elected to proceed with a general high school course rather than repeat Grade IX where they might master the subjects that are basic to academic courses in the high school. The spirit of the new course will be lost entirely if we do no deal wisely with the Grade C pupils.

A.T.A. NEWS

Conventions

One major change in A.T.A. policy is now being completed—the conventions are being handed over to the district locals. Henceforth the annual convention will be for the individual district what the Easter Convention is for the Province. Convention business will be only a part, sometimes a small part, of the business of the locals. The changed policy will not disturb existing conventions, but it will help to integrate all professional activities—festivals, athletic meets, conventions, discussions and negotiations with boards, meetings of locals.

Curriculum Revision

The Curriculum Committee met on October 14th and 15th. Mr. Harry C. Clark, M.A., represented the A.T.A. The main business was the arranging of the new Grade XI course. Details of this are not completed. You will be interested to learn that there will be liberal provision for options in Grades XI and XII, examinations in X and XI will be eliminated, and there will be restrictions placed on the number of subjects to be attempted in the small high school. Of particular interest is the information that teachers qualified in the options of Grade IX may hope to "carry on" with these subjects in Grades X and XI without being forced to add summer school credits to their certification. Ability to do the job will be the major credential. Inefficiency will be detected through supervision.

Among the optional courses proposed was one leading from the Commercial High School to Matriculation into the B. Com. course at the University. This desirable tie-up of the Commercial Schools with the University appears to be possible.

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Meetings of Locals

I wonder if a new problem is not arising in connection with the meetings of district locals. Locals have in the past called upon the Central Office for helpers and speakers. Assistance has been given generously. It is beginning to prove rather expensive now that more locals are active. Could not locals arrange programmes that demand less outside assistance? Organization of study groups within the locals would help solve this problem. (Within the last week we have had requests for literature from eight such study groups.) May it not be true that the elimination of external examinations in Grades X and XI will stimulate an intensive study by locals of topics such as the following: Arguments for and against the External Examination; The Validity of Examinations; Standardized Tests; Informal Tests; Teaching Tests; Diagnostic and Remedial Teaching; Personality and its Measurement.

C.T.F. NEWS

Royal Commission on Dominion-Provincial Relations

At the C.T.F. Conference in Toronto last August a Committee was appointed (Convener: Mr. Noseworthy, Toronto) to appear before the Royal Commission on Federal and Provincial Relationships for the purpose of presenting before it the needs of education in Canada. In each Province a Committee was to be appointed to prepare a brief for, and if possible, appear before the Commission. Dr. Sansom has, at the request of your Executive, accepted the chairmanship of Alberta's Committee. The assisting Committee members are now being selected.

Educational Research

A Committee (Chairman: Dr. Ault, Ottawa) was appointed by the C.T.F. to solicit aid for educational research from the Carnegie Corporation. The Committee has already appealed to the Corporation. The Committee is asked to appear before the Corporation Trustees early in the new year. The C.T.F. is not the only organization asking for assistance. The need is recognized. How may the assistance be best given?

Your President has been asked to act as Chairman of another Committee on research, this one being charged with the task of pressing for the establishment of a National Research Council of the Social Sciences. It is not expected that a Research Council can be formed immediately, in fact, no such request will be made. We hope to spend several months gathering data that will be necessary when the problem is laid before the Dominion Government.

Yours fraternally,

M. E. LaZERTE, President.

NOTICE TO TEACHERS regarding Correspondence Bureau.

The interest shown in international correspondence has been most encouraging. The lists quoted in the October issue of the A.T.A. Magazine have been distributed. I have many names and more expected from additional countries. In many cases the 10c was not enclosed. The cost of establishing contacts has been so heavy that it makes imperative the charge of 5c per pen friend and 10c each for requested contacts for foreign languages. I have written for French, German, Swiss, Danish, South American and Italian contacts as well as the ones at hand in the British Empire.

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CORRESPONDENCE

(The following letter is typical of the point of view laid before the A.T.A. officers by letter or interview. The pros and cons of this question are agitating the minds of the members of the Executive as well as of the teachers affected. Written expressions of teacher opinion in this regard are of help to the Executive.—Editor.)

THE CERTIFICATION PROBLEM

Editor, A.T.A. Magazine,
Edmonton, Alberta.

Dear Sir:

I was greatly interested in an article in the September issue of the A.T.A. magazine, in which it was suggested that second class teachers working for first class certificates be allowed to study education courses in place of part of the Grade XII course. I think it would be a wonderful thing for teachers who are really interested in their work.

As a second class teacher whose School Board is desirous of seeing all second class certificates here raised to first, I feel that I must spend all my time in an effort to meet their requirements before improving my professional standing by a study of the new courses.

I have now five Grade XII subjects to my credit as well as the first class educational work. I feel that the three subjects remaining on my Grade XII list will be of little value to me.

Having a heavy class I cannot possibly study more than one subject a year, and that at the Summer School, for much winter study would be to the detriment of my class. That means that I must wait three more years before I can begin to study the interesting new courses.

I have taught eleven years and have attended nine Summer sessions. Before starting my Grade XII and first class education work I obtained a Primary Certificate. The courses were a great help in my teaching. Yet now, though I have always taken a pride in keeping up-to-date, I must endure the feeling of being behind the times professionally while I spend my time on subjects which will be of absolutely no help to a Primary teacher.

Will you please let me know if this suggestion is being considered seriously?

Yours truly,
REALIST.

Dear Mr. Barnett:

So many requests are received by the railroads and by this Association for information about books, booklets and periodicals on railway transportation subjects that we have prepared a bibliography entitled "Railway Literature for Young People" as a guide to such material. A copy is enclosed.

The bibliography lists 150 books, booklets and periodicals suitable for boys and girls ranging up to advanced high school age and covering about every conceivable subject relating to railway transportation, past and present. While our supply will not permit a distribution to school pupils, we shall be glad to send a free copy of the booklet to any school superintendent or teacher or librarian who may request it. Requests should be addressed to the Association of American Railroads, Washington, D.C.

Sincerely yours,
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A BOOK FOR A NOOK

In this book the vocabulary is wider, the phrases and sentences longer and, most important, the ideas are just a little more subtle. This book can be used as a starting-point for hand-work and drawing. Grade III. Teacher's Book, 65 cents; Pupil's Book, 55 cents

THE EVER-EVER LAND

Tales and poems of wonder, truth and surprise. Phrases and vocabulary become more complicated so that greater sustained efforts of memory and powers of retention are needed. The ideas and humour deepen and there are two dramatized readings as well as a number of stories founded on fact. Grade IV. Teacher's Book, 65 cents; Pupil's Book, 60 cents

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SAMPLES

A book designed to make the reader 'ask for more' at the library. There are chapters on Engineering, Natural History, Modern Adventure, and General Science, and there are others of a more literary character, intermixed with a fine selection of poems. Grade VI. Teacher's Book, 75 cents; Pupil's Book, 70 cents

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TORONTO

C.T.F. News . . .

CAN YOU ANSWER JACK MINER'S QUESTION?

Here's a catchy sum in Arithmetic for the school children of Canada and the United States. The answer reveals the importance of protecting our wild bird life.

This last Spring (1937) when he was catching Canada geese, to tag and study their migration habits, Jack Miner caught a pair of Canada geese which had been tagged by him in the Spring of 1924, when the birds were on their way North to their nesting quarters.

Assuming this pair would raise five young ones, through having his sanctuary to go to each year, it would mean that the seven returned south, and all would go North to nest in the Spring of 1925.

Can you figure out, remembering that the original mother and father geese have been going North since 1924, or for 13 years, how many that one pair and their descendants are responsible for today?

Truly, this is an object lesson in the work Jack Miner is doing. He believes in protecting the wild bird life, and not studying it when dead in museums.

EDUCATIONAL, PSYCHOLOGICAL AND PERSONALITY TESTS OF 1936

The above is the title of a Bibliography and Book Review Digest of Measurement Books and Monographs published during the past four years. It is under the editorship of Dr. Oscar K. Buros, of the School of Education, Rutgers University, New Brunswick, New Jersey, U.S.A. It is an exhaustive, well-arranged list of tests of all sorts and appears to be quite comprehensive. Practically all recent pencil-and-paper tests published as separates in United States and the British Empire are included in this volume and the direction is given where each one may be obtained. Copies of the Bulletin may be purchased from the School of Education, Rutgers University, New Brunswick, New Jersey, U.S.A.

WORLD FEDERATION CONFERENCE

Miss Jessie M. Norris, of Montreal, Past President of the Canadian Teachers' Federation, was elected to the Board of Directors of the World Federation of Education Associations for a term of four years.

Dr. D. D. MacDonald, of Toronto, gave splendid service to the W.F.E.A. as Director during the past twelve years.

Dr. E. A. Hardy, O.B.E., Toronto, was re-elected Treasurer.

Canada was well represented at the Japanese Conference; there were 2 from British Columbia, 2 from Alberta, 3 from Saskatchewan, 66 from Ontario, 5 from Quebec, and 13 who registered from Canada but whose Province was not known.

The attendance at the Tokyo Conference was about 1,000 foreign delegates from about 40 countries. The largest delegations were: United States 450; Canada 91; Philippines 60; Hawaiian Territory 30; the Japanese attendance was limited to 2,500. The meetings were held in the spacious buildings of the Imperial University, Tokyo. The programme was rich and varied, and some forty meetings of the eighteen sections were held at which 233 papers or addresses were listed from twenty-three countries.

Ten important addresses and papers were given by Canadian teachers.

In the broadcasting service, Dr. Hardy addressed the Japanese teachers, and Dr. D. D. MacDonald broadcasted an address to Canada and the United States from Japan.

Mr. J. L. McCullough represented Canada with an address at the closing assembly.

Canadians made a valuable contribution to this great Conference.

A LIBERAL PROFESSION

Dr. I. L. Kandel, Professor of Education, Teachers' College, Columbia University, gave an address on June 21st to a meeting of teachers and other educationists under the auspices of the New Zealand Educational Institute. His address was entitled "Current Trends in Education".

"The tendency today," he said, "is in the direction of unified control . . . The child is one, and all the children are the children of a nation as a whole, and we find this tendency for unified control established in England in 1899. England had sense enough to recognize that if a system is to be national it must be under unified control."

"Unification means differentiation. The task today is not selection but distribution of education. That means the discovery of the abilities of a pupil. One of the best definitions of the purpose of educational administration is: 'The purpose of educational administration is to provide the right education for the right pupils under the right teacher'. And that will be done, not by examinations of the usual type, not by the abolition of examinations, but by searching into the whole background of the pupil".

He concludes his remarks as follows: "In discussing the suggestions to which I have referred, the President of the Board of Education made a statement to the effect that there has been a shift of emphasis in teaching from the subject to the child. I would like to amend that statement with the words that there must be a shift of the emphasis from the subject and the child to the teacher. We are on the eve of developing a profession of teaching, and the profession of teaching will have to be as liberal in its foundation and in its preparation as any other profession".

(We are reminded that the Professional Bills passed and proposed in Canada are much along the lines suggested by Dr. Kandel in his illuminating address.)

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ASHDOWN'S

BOOK REVIEWS



GEORGE ROBINSON, B.Sc., M.A.,
Central High School Calgary, Co-author of
"Algebra for Today".



D. L. SHORTLIFFE, M.A.,
Victoria High School, Edmonton,
Co-author of "Algebra for Today".

Algebra for Today

By BETZ, ROBINSON and SHORTLIFFE

Reviewed by A. E. Rosborough, M.A., B., Educ., Strathcona
High School, Edmonton

The reign of Crawford's Algebra is over. How shall we appraise the new sovereign?

As an example of the Bookmaker's art it seems highly commendable. The book is well bound; the type is clear; the illustrations are well executed. I think the publishers should know that we appreciate the fact that the new textbooks tend to be better bound and more attractive purely as books.

The content of this new Algebra seems to me to be excellent. The topics treated are such that if mastered will make Algebra function as a powerful tool in the students' hands. Fundamental principles are stressed, and practice is furnished by means of a wealth of easy exercises. I like the functional and graphic approach to the solution of equations, and think the chapter on quadratics with two variables is particularly good. Logarithms are brought in their natural place as part of the work on indices. The selection of topics and exercises seems to me to be the best I have seen and the chapter summaries, tests and review exercises should prove valuable. I believe that pupils will enjoy working with the book and that if they master the course they will know more mathematics than our former Algebra 2 pupils did.

There is just one serious difficulty I foresee. The course is excellent, but I fear it will prove more than can be handled in the time at our disposal. The teacher will need to watch carefully the time spent on each section, or he will find that the

course is too long for a one year course. I suspect that the average class will be able to cover only from half to two-thirds of the examples given in the time at its disposal. If the work is planned with some such allotment in mind the student should be able to become acquainted with all the topics discussed in the book and the better students will have enough extra material on hand to keep them busy.

WORLD AFFAIRS

Reviewed by Mr. E. E. Hyde, M.A.

The September issue of the magazine, "World Affairs" contains a precis of events leading up to the Sino-Japanese war. The incidents immediately preceding the present struggle are listed, also, the demands that Japan is making on China.

A very interesting comparison is made between the social position of the soldier in China with that of the Samurai warrior class in Japan. In China, the soldier is at the bottom of the scale of socially desirable occupations while in Japan he is quite definitely superior to all others.

The development of foreign influence and power in China is also traced from the Portuguese and Dutch of the early days down through the Opium Wars to the Boxer Rebellion, 1899-1900. The failure of the Boxers to expel the foreigner proved to intelligent Chinese that they could only save China by learning and adopting western methods. Thousands of Chinese students migrated to Europe and the United States, following the Boxer failure, and on the return of these students the old regime was turned out by revolution, and the process of westernizing China was begun. Japan, on the other hand, set about copying western ideas almost immediately after Commodore Perry's epochal visit in 1853. She is today a great power and, in spite of disparity in size and population as compared with China, Japanese armed forces have been, so far, very much superior to those of China.

"World Affairs" is a current events Magazine for Canadian Schools. Each month it contains World news, cartoons of merit and a section devoted entirely to Canadian affairs. In addition, it sponsors contests of real interest to school children. (See issue for October, 1937.)

"World Affairs" is published at 26 Grenville Street, Toronto. Subscription price is one dollar per school year. Single copy is ten cents.

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Oral French . . .

OUTLINES, MATERIALS, SUGGESTIONS For the Oral Course in French, Grade IX By RALPH E. ZUAR, M.A.

It was gratifying to receive several letters of encouragement and assistance.

As regards Reading and Writing in an *Oral Course* I had foreseen trouble. Roughly the views presented are:

- (a) that no reading or writing should be attempted at all;
- (b) that a limited amount of reading and writing might be allowed;
- (c) that a textbook should be used.

In the decalogue published in the September issue on page 12, I said: Thou shalt not give printed books to the students. And in the following rule I insisted that no word pictures of any kind be given to the students. In the meantime I have been assailed by some teachers who criticized my dogmatic views. After carefully checking over the arguments I hold that a compromise is necessary. I still insist that the systematic teaching of reading and writing in an Oral Course would hinder, if not prevent, the achievement of the aims of the course. But if the teachers write the words learned during a period on the blackboard for the students to copy without going into spelling and pronunciation rules, little, if any, harm can be done. This procedure would have the additional advantage that the students will not acquire false word pictures by jotting down the words, phrases and sentences in a kind of script of their own making that is neither French nor English. I beg to submit this statement for further discussion in the next issue of the Magazine or at the next convention.

LESSON No. 13

Historical form of *il y a*.

Review of local prepositions and *au dessus de*, *en face de*. Numbers 20 to 30.

Question: *Combien de . . . y a-t-il . . . ?*

Examples:

C'est le calendrier.

C'est le 3 novembre.

En décembre il y a 31 jours, etc.

Je suis né le 6 septembre.

C'est l'an 1937.

L'an 1907.

Il y a trente ans.

It is not necessary, at this stage, to go beyond the demonstration of the historical implication of *il y a*. It must be taken up, however, when dealing with the past of *être* and *avoir*.

Où est la table? Elle est devant nous.

Où est la lampe? Elle est au dessus de ma tête.

Practise all the more difficult local prepositions at this stage, such as *à côté de*, *près de*, *au milieu de*, etc.

Practise numbers 20 to 30, using objects and the days of the month.

After this the question "combien de" may be introduced.

Combien de jours y a-t-il en décembre?

Combien d'élèves y a-t-il ici?

By heart: Practise singing "*Au Claire de la Lune*".

Assign: Each pupil to be prepared to answer questions requiring complicated prepositions in the reply, and to make one question with "combien de".

LESSON No. 14

Il y en a . . . in replies, and with *beaucoup*.

Numbers 30 to 40.

Beaucoup de . . . Je ne sais pas.

Questions: *Combien de . . . ? Qu'est-ce qu'il y a . . . ?*
Examples:

After having practised numbers 30 to 40, use "en" in replies to the "combien de" question. Use longer sentences whenever possible.

Combien d'arbres y a-t-il dans le jardin de votre père?

Il y a quatre arbres dans le jardin de mon père.

Il y en a quatre.

Combien d'élèves y a-t-il ici?

Il y en a vingt-quatre.

Combien de livres y a-t-il sur la table?

Il y en a trente-trois.

Combien d'élèves y a-t-il à l'école?

Je ne sais pas, monsieur, il y en a beaucoup.

It may be necessary, at this stage, to give a very general grammatical indication of the significance of "en".

Qu'est-ce qu'il y a dans la boîte? Je ne sais pas.

Ouvrez donc la boîte!

Qu'est-ce qu'il y a en dedans? Il y a beaucoup de crayons.

Qu'est-ce qu'il y a dans la bibliothèque? Il y a beaucoup de livres.

By heart: Bonjour! Bonsoir! Bonne nuit! Adieu! Au revoir!

Assign: Practise in groups of two forming questions and answers with "Combien de" and "qu'est-ce qu'il y a"?

Lesson No. 15

Negation with forms of *être* and *avoir*.

de+la=du, de l'.

Numbers 40 to 50.

Time adverbs: toujours, quelquefois, etc.

Questions: Review of "n'est-ce pas".

Examples:

Je suis le professeur, n'est-ce pas?

Vous êtes les élèves, n'est-ce pas?

Draw the attention of the students to the negation particles *ne . . . pas*, or *n' . . . pas*, and apply the forms of *être* and *avoir*.

Je suis dans la classe; je ne suis pas dans le jardin.

Henri est un élève; il n'est pas le professeur.

Nous sommes debouts; nous ne sommes pas assis.

Marie et Jeanne, sont-elles à la fenêtre?

Non, monsieur, elles ne sont pas à la fenêtre.

Elles sont à la porte.

Les garçons ont une belle balle, n'est-ce pas?

Non, monsieur, ils n'ont pas une balle.

Nous avons le livre du professeur, n'est-ce pas?

Non, monsieur, etc., etc.

J'ai le livre de ma soeur.

Vous avez le livre de la mère de Louise.

Ils ont les livres du père de Louise.

Elle a les crayons de l'oncle.

Où est René aujourd'hui? Je ne sais pas.

Est-il ici?

Non, monsieur, il n'est pas à l'école.

Il est souvent à la maison de son oncle.

Mais il n'est pas paresseux. Il travaille.

Learn and practise the numbers from 1 to 50.

By heart:

Un, deux, trois,

J'irai dans le bois;

Quatre, cinq, six,

Cueillir des cerises. (To be continued).

Assign: Each pupil to bring to school, next time, three negative statements with forms of *avoir* and *être*.

LESSON No. 16

Negative forms of ordinary verbs.

Il n'y a pas.

à+le=au.

Numbers 1 to 50.

Pronoun repeated in interrogative structures.

Examples:

Je ne vais pas dans l'autre chambre.

Je reste ici.

Allez-vous à la porte?

Non, monsieur, je ne vais pas à la porte.

Marie, écrit-elle?

Oui, monsieur, elle écrit.

Non, monsieur, elle n'écrit pas.

Gustave, donne-t-il les bonbons à son ami?

Non, il ne donne pas les bonbons à son ami.

Il mange ses bonbons et les bonbons de sa soeur.

Rose, parle-t-elle français?

Mon ami René, est-il ici ou à la maison?

Rose, donnez-vous le crayon AU professeur?

Drill "au" very thoroughly with "le" nouns and use "à la" and "à l' . . ." occasionally.

By heart: (continued).

Sept, huit, neuf,

Dans mon panier neuf;

Dix, onze, douze,

Elles seront toutes rouges.

Assign:

Form groups of three.

Give each group three questions, one with the inversion of an ordinary verb (e.g. Allez-vous au tableau noir?), a second with y a-t-il? and a third with a pronoun repetition (e.g. Jeanne, mange-t-elle un bonbon?). These questions are to be answered (a) positively, (b) negatively.

LESSON No. 17

Il y a du (partitive).

Il n'y a pas de . . .

Il n'y a plus de . . .

Il fait . . .

Examples:

Il y a du sucre dans la boîte.

Il y a de l'encre dans l'encrier.

Il y a des arbres dans le jardin.

Il n'y a pas de sucre dans la boîte.

Il n'y a pas d'encre dans l'encrier.

Il n'y a pas d'arbres dans le jardin.

Il n'y a pas de soleil aujourd'hui.

Il n'y a pas de neige en été.

Il y a du lait ici sur la table.

Mais il n'y a plus de sucre.

Il n'y a pas de café.

Il n'y a plus d'argent, etc., etc.

En été il fait chaud.

En Juillet il fait très chaud.

En décembre il fait froid.

Il fait clair de la lune.

Il fait nuit. Il fait jour.

Il fait beau temps. Il fait mauvais temps.

Il fait du vent.

Est-ce qu'il y a quatre chaises ici dans votre chambre?

Est-ce que vous avez une montre d'or?

Est-ce qu'ils sont riches?

Est-ce que nous parlons bien le français?

By heart: Repeat the rhymes from lessons 15 and 16.

Assign:

Form groups of three, to practise: (a) y a-t-il questions, (b) est-ce que questions, with both positive and negative answers.

LESSON No. 18

Partitive after assez, trop, beaucoup, etc.

Pronoun objects: me, le, la, nous, vous, les, in positions before verb.

Numbers 50 to 60.

Adjectives of shape.

Chez moi, chez vous, chez soi.

General review of questions.

Examples:

Je n'ai pas assez d'argent.

Est-ce que vous avez assez de pain.

Charles est riche. Il est trop riche. Il a trop d'argent.

René mange trop de pommes.

Le professeur a beaucoup de livres.

Le marchand a beaucoup de fromage.

Practise also the negative structures.

Qui a mon crayon? Henri l'a. Je l'ai. Nous l'avons.

Qui voit le journal? Je le vois. Vous le voyez ici.

Qui cherche la balle? Les filles la cherchent.

Qui porte ma boîte? René la porte.

Use a variety of verbs and all possible combinations.

Leave negative structures for later.

Practise arithmetical problems with numbers 1 to 60.

La balle est ronde.

La table est carrée.

La chambre est très longue.

Le bâton est court.

Où est Maurice? Il n'est pas ici. Il est à la maison. Il est chez soi.

Le dimanche je suis chez moi.

Etes-vous chez vous ce soir?

By heart:

Quand il fait froid on prend quelque chose de chaud.

Quand il fait chaud on prend quelque chose de froid.

Assign: Form groups of two.

Give each group four questions, two with: assez de, trop de, etc., and two requiring object pronouns in the replies.

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Official Bulletin



Department of Education

(No. 16)

GRADE IX EXAMINATIONS, 1938

1. On page 15 of the Programme of Studies for the Intermediate School, the first sentence of Section 5(a) reads as follows:

"The promotion tests will be provided by the Department in the optional subjects." This sentence should read: "No promotion tests will be provided by the Department in the optional subjects." (Change the word "The" to "No.")

2. The attention of Grade IX teachers and students is directed to the Regulations Governing the Grade IX Examination that appear on pages 14 and 15 of the Programme of Studies for the Intermediate School, and particularly to the following notices inserted at the request of the High School Entrance Examination Board:

- (i) No candidate will be permitted to write on the Grade IX Examination in June, 1938, who has taken instruction in a school where the teaching of Grade IX students has not been authorized by an inspector of schools, or in a school where the three optional subjects offered in Grade IX, or the teacher's qualifications therefor, have not been approved by an inspector of schools.
- (ii) No candidate will be permitted to write on the Grade IX examination in June, 1938, who has not taken regular and approved instruction in three optional subjects of Grade IX during the year 1937-38. Fewer than three optional subjects will not satisfy this requirement. Credit cannot be obtained in the compulsory subjects apart from the optional subjects, nor in optional subjects apart from compulsory subjects; nor can credit be obtained in separate subjects, either compulsory or optional.

3. Two Years for Grade IX

Any student who so desires may take two years to complete the new Grade IX programme; in which case he will not write on the Grade IX Departmental Examination in the four obligatory subjects until the end of the second year, nor will he receive a final recommendation in any of the optional subjects until the end of this two-year period. It will be more satisfactory for the student to take a part of each of the total number of subjects during the first year and to complete these subjects in the second year, than to complete a number of subjects during the first year and the remaining subjects during the second year.

4. Credit in Music from Private Instruction

Candidates for credit in either Grade IX or Grade X Music on the basis of documents issued by approved conservatories must submit these documents to the Department of Education for registration at or before the end of the school year in which the candidate completes the requirements for Grade IX or Grade X standing, as the case may be. Information relating to the documents required for credit in Grade IX Music is contained on page 16 of the Programme of Studies for the Intermediate School, and with respect to Grade X Music, on page 4 of the High School Regulations.

STANDARDIZED TESTS

The following standardized tests are recommended for use by teachers:

Oral Reading

Gray's Standardized Oral Reading Check Tests—W. S. Gray.

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Set II, for pupils of Grade II to IV ability.
Set III, for pupils of Grade IV to VII ability.
Set IV, for pupils of Grade VI to VIII ability.
Public School Publishing Company. Sample set, 50c postpaid.

Silent Reading

- (1) Thorndike-McCall Reading Scale (Grades 2-12)—Bureau of Publications, Teachers' College, Columbia University, New York.
- (2) Gates Silent Reading Test (Grades 3-8)—Bureau of Publications, Teachers' College, Columbia University, New York.

Composition

- (1) Hudelson Composition Scale—World Book Company.
- (2) Calgary Achievement Tests—C. Sansom.
Tests on Capitalization, Punctuation, Sentence Structure, Good Usage.

Spelling

- (1) Morrison-McCall Spelling Scale—World Book Company. 25c per copy (only one required).
- (2) Buckingham Extension of the Ayres Spelling Scale. Grades 2-9; 12 page booklet; 12c per copy (only one required). Bureau of Educational Research, University of Illinois.

Handwriting

- (1) Ayres Handwriting Scale, "Gettysburg Edition"—Public School Publishing Company. 18c each (only one copy required).
- (2) Thorndike Handwriting Scale for General Merit of Children's Handwriting. 12c per copy (only one required).—Bureau of Publications, Teachers' College, Columbia University, New York.

Arithmetic

- (1) New Stanford Arithmetic Test (5 forms of test published separately for Grades 2-9.)—World Book Company. 90c per package of 25.
- (2) Lazerte Diagnostic Problem-Solving Test in Arithmetic. (separate tests for Grades 3-7).

Intelligence

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- (5) National Intelligence Tests (Grades 3-8).—World Book Company. Scale A and Scale B. Either or both may be given. \$1.25 for 25. Two forms of tests.
- (6) Otis Self-Administering Tests of Mental Ability (Intermediate Examination) (Grades 4-9).—World Book Company. Four forms—A, B, C, D. Time, 20 to 30 minutes. 80c for 25.
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Mr. Carlton W. Clement was born in Waterloo, Ontario, in 1907. A descendant of the United Empire Loyalists, he comes of a family whose members have distinguished themselves in the practice of law. His Grandfather, Mr. E. B. Clement, K. C., was onetime President of the Mutual Life Assurance Company of Canada. An uncle, the late Mr. Justice Clement of the Supreme Court of B.C., was the author of "Clement on the Canadian Constitution", a standard text on Constitutional Law for many years. Two other uncles, Judge Clement of the Ontario Court and Mr. W. P. Clement, K.C., of Kitchener, Ontario, are still engaged in the practice of their profession.

Mr. Clement began his study of law in Winnipeg in the office of Sir Hugh John Macdonald, son of Sir John A. Macdonald. Continuing his studies at the University of Alberta, Mr. Clement was graduated in law in 1930, and served his articles under Mr. George H. Steer, K.C.

After being called to the Alberta Bar, he practised at Peace River for a year and then returned to Edmonton in 1933 to practice law in partnership with the late Mr. George Van Allen, K.C., M.L.A., then solicitor to the Alberta Teachers' Association.

At the time of Mr. Van Allen's absence due to the illness which caused his death, Mr. Clement was counsel for all A.T.A. litigation. During this time such actions as Appleby vs. Hazel Bluff S.D. and Mills vs. Graminis S.D. were successfully taken to appeal and precedents established which are extremely valuable to the teaching profession in its relation to the School Districts.

In September of this year, Mr. Clement was appointed to succeed the late Mr. George Van Allen as Solicitor to the Alberta Teachers' Association.

SCHOOL PAPERS

We will be pleased to exchange publications with any school issuing a School Paper.

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THE CASCADIAN, BANFF HIGH SCHOOL
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Teachers' Helps Department

Edited by W. D. McDougall, M.A., Normal Practice School, Edmonton

The editor of this department is sincerely desirous of making this section of the magazine really helpful to the teachers, especially to those in more remote communities who have few opportunities for consulting with their fellows and threshing out mutual difficulties. Last winter numerous problems were cast at our feet to be dealt with by well qualified and experienced specialists who gave willingly of their time and energy to help out their less fortunately situated brethren. This service is again at your disposal; use it freely and as frequently as you may desire.

Last year the activities of the section were confined to Division I and Division II; this winter there will be a number of articles dealing with the Intermediate School. In addition to discussions of various phases of Enterprise Education there will be a number of articles devoted to the place of the Skills in the new school programme and to their development in the most efficient and expeditious manner possible.

Social Studies in the Intermediate School

As one converses with teachers who are busily involved in interpreting and implementing the new Intermediate and Elementary Programmes one is impressed with the fact that many have not read thoughtfully several important sections. There is much in the introductory paragraphs of the various divisions of the Programme of Studies that will well repay thoughtful perusal. Many problems will vanish like the mists of the morning if exposed to the glow emanating from certain cogent passages in the introduction to the Social Studies outline.

In the introductory chapter of the Programme of Studies for the Intermediate School, page 11, paragraphs one and three should be read thoughtfully; on page 28 paragraphs two to five should be subjected to frequent meditation; on page 30 there is a section headed "The Suggested Content" that is a direct confirmation of page 11 and should be an effective cure for many a headache; finally, at the end of page 31, teachers are reminded that in ungraded schools Section B is the prescribed course for 1937-38 whether the class be a combined VII and VIII, Grade VIII alone, or Grade VII alone. The teacher who assimilates thoughtfully the principles suggested in the sections referred to will find that many of the problems impeding his development of the course will be dissipated by the growing realization that he was concerning himself unnecessarily with inconsequential details. "If the teacher gets the right perspective of the course, he will cease to concern himself with the minute details of every problem and in the meantime his pupils will grow into social understanding." (Page 30)

Some members of the brotherhood are concerned over having so much latitude and freedom; they fear that they may hang themselves in the entangling meshes of the slackened bonds. Are there no criteria for selecting the more profitable items from the content of each problem? Each problem has a brief preamble which states concisely and succinctly its purpose; this is followed by a list of topics which may be investigated in whole or in part, and finally there are the minimum requirements. The teacher who follows these leads will not stray into many morasses. In large classes, such as are found in graded schools, it may be possible to deal with most of the items suggested. In small classes the teacher should select one or two comprehensive exercises

which may be dealt with in some detail. Another conditioning factor in selecting topics for investigation will be the library facilities available. Where there are a number of books pupils may do much for themselves; where the books are lacking or few in number it may be necessary for the teacher to round out the pupils' experience and understanding of the problem by some direct teaching. To as great a degree as possible have the pupils do their own research, prepare and present their own reports. A final limiting factor will be the ability of the pupils to read and interpret the reference books available; obviously pupils of non-English parentage will make slower progress than those who have no such reading handicap. But are not such retarded pupils receiving the type of training that possesses for them the utmost of social utility? Whether they complete all the problems in the course of the year is of slight importance if the major objective, social development, be noticeably attained.

It cannot be too definitely stated that there is no one formula which applies to all the varied phases of social studies instruction. Each teacher must evolve those techniques which most completely meet the local situation. It is possible, though, to suggest a procedure which may be used during the initial, and the trying, stages and until experience suggests something more suitable and profitable.

- (a) Motivate the problem by linking it with the child's experience, direct or vicarious. Problem II of the Grade VIII course is, "How Britain Became the Centre of World Trade". During Problem I the pupil has been making a survey of the Empire. In the course of the discussions the present delicate situation in the Mediterranean will have been mentioned, the war in the far-east will be seen to have a vital significance to Australia and New Zealand. How, then, did Great Britain become the hub of an aggregation of states, dominated by Anglo-Saxons, and reaching to the most remote regions of the earth's surface?
- (b) Next will come the assignment of selected topics to committees. Some definite references should be suggested on each topic to get the groups started on their investigations; further material each committee will find for itself.
- (c) As soon as the groups have had an opportunity to survey the field of their own topics, the teacher should sit in with each to localize more definitely the tasks of each committee member. The topic might be the development of the textile industry; one or two members may study the early methods of manufacture, another may deal with the development of new machines and the resulting social effects, while a third might describe a modern textile factory.
- (d) Each committee will now proceed to develop its own topic, with the teacher giving advice and guidance when and where necessary. Perhaps some important phase of the problem is not dealt with in the books available or in a form that the pupils can understand, then the teacher may take the small group for a lesson on the obscure points; teach when and as necessary.
- (e) As the work nears completion the teacher will sit in with each committee to assist in assembling and co-ordinating

the material for a report to the remainder of the class. All the information collected will be reviewed and evaluated according to its importance. Some items of information will be rejected as non-essential, others will be accepted as of paramount importance; here is an opportunity to exercise discrimination and judgment. Finally the report is complete, and one or two members of the committee will be entrusted with the task of assimilating it for presentation to the class.

- (f) When the report is ready it should be presented in an interesting and attractive form. The speaker may be assisted by other members of the committee who will display illustrative material, enact dramatizations and explain special diagrams and charts. As the report progresses the pupils will make any necessary notes; the teacher will do likewise and at the conclusion of the report lead in a class discussion which will give greatest prominence to points of vital significance.
- (g) The report should be concluded by a test which can be prepared and administered by the committee. It is an excellent form of exercise.
- (h) After all reports have been presented the teacher should conclude the problem with a general test. This test should be followed by the customary remedial instruction with the weaker pupils. The better pupils may be given additional assignments or be permitted to roam at large in the supplementary literature.

The procedure indicated above will work equally well in the ungraded school. With a small class there will be fewer committees and a correspondingly smaller number of conferences. The committees may work for several days without other than casual guidance from the teacher; frequently

written instructions will take the place of the personal interview. A small library may be used to excellent advantage as the class organization is much more flexible than in graded schools; one section of the class may be employed in Social Studies while another is engaged in Mathematics. Utilize to the full the advantages inherent in a flexible time-table.

The new Guidebooks, "The World of Today" and "Our Empire and Its Neighbors", may need a word of explanation. It is important that teachers realize that these Guidebooks are not textbooks of the conventional type. They contain less than fifty per cent of the content material of the course. This makes it essential that the pupil have at his disposal at least the minimum library (pages 32 and 33) to which he is referred in the exercises occurring at regular intervals throughout each chapter. An important objective of Social Studies is to acquaint the pupil with a variety of books on social problems.

The Guidebooks furnish a general introduction to each problem of the course; they develop certain phases of the suggested content for the purpose of illustration; they suggest exercises which require the pupil to delve into the classroom library; they indicate social problems for class and open forum discussion. In very few instances will the pupil find the Guidebook a source of information for the exercises suggested throughout the series.

In a subsequent issue a plan for the development of a room library over a period of years will be presented. The initial expenditure for such a library need not be burdensome to the district, and if annual additions are made intelligently the educational influence of the school will be expanded to newer and ever widening horizons.

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THE REMAINS OF HIGH SCHOOL PHYSICS

E. H. GOWAN, Ph. D., Department of Physics,
University of Alberta

This article will point out some of the things High School graduates do not remember about Physics. It will deal mainly with a selected group, those who continue the study at University. Most of these, presumably following their interests, are proceeding towards a degree in pure or applied science. Many of this group do not remember much. How little then can the average student appreciate the method of science and its relation to life in the world today?

Beginning the study of a science is a bit like going through childhood again. Observations of what happens must be correlated with the language used to describe the events. This correlation of words with the facts of nature seems difficult. Learning a foreign language is alleged to be easier by many, perhaps because memory operates more directly. Similarly physical laws and definitions of concepts or of units are memorized and can be repeated correctly on request by most students. But when confronted with a situation (say in a problem) where these laws and definitions must be understood and applied these same students fail to perceive the connection between their memorized sets of words and the needs of the case. And yet they solved many problems similar in principle, and passed their exams with fair to good marks!

Are the new problems more difficult? Generally not, especially at the beginning of term. They are often easier, but they may be differently phrased, or turned around, i.e., what students are used to as the answer is now one of the given quantities, and the solution is something that used to be given. Surely all these students are past the stage at which a problem about oranges is insoluble because the teacher has only taught in terms of potatoes! The interpretation of a problem representing an actual situation needs real understanding of the principles involved,—but these principles to many students are mere words, instead of being expressed in words.

A good example is Newton's Second Law of Motion which can usually be repeated word perfect. It can also be written in mathematical language: $F = ma$.

Students seldom realize that this is a kind of "short-hand" and gives a more exact, concise, and useful statement than the law in words. Give a problem about a man on a toboggan sliding down a hill and you draw blank stares from half the class. Complicate the problem by taking the friction into account, and only one in ten will be able to deal successfully with it. All the laws needed are nothing more than generalizations from many experiments and observations.

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The students give the impression of being totally unaware of this fact, and of the kind of reasoning which has led to the statement of the laws.

Connected with Newton's Second Law too is the distinction between mass and weight. This follows as a simple deduction from the Law and the observation of the acceleration due to gravity. Why then does only about one in every hundred students understand the distinction clearly? The other ninety-nine have a vague notion of doing something with " g " but are uncertain whether to multiply or divide. This difficulty about " g " crops up too in the failure to realize that $\frac{1}{2} m v^2$ gives the kinetic energy in ergs or foot-pounds. And yet this follows from definitions and units as easily as the formula is proven.

There are some difficulties which derive partly from the arithmetic of transformations from one set of units to another, even when tables are available giving the ratios of the units. These are largely due to lack of real clarity about the definitions of the units, though the form of words can be repeated correctly. The changes from pounds per square inch, or centimeters of mercury, into dynes per square centimeter are found tricky. So is that from inches of mercury to centimeters of a given oil in a pressure manometer. Here may be mentioned the reluctance to do calculations by the use of logarithms. Practice seems all that is necessary, since confidence in these and other tabular aids to rapid computation soon grows along with appreciation of the saving in time.

An example which should be mentioned is the prevailing confusion in the use of the terms force and pressure. This is partly due to our loose, everyday habit of calling tire pressure "so many pounds" omitting to add "per square inch". More important for students, however, is the unfortunate laxity in the Grade XII Mechanics text where the two words are used interchangeably throughout a discussion of the force on various pistons in a water tank due to the pressure of the water which fills it.

Examples have been chosen from Mechanics first because they are prominent at the beginning of the session. Secondly there is little hope of finding "remains" of Physics I and General Science (largely qualitative in treatment) after an interval of two or more years.

Perhaps some Physics teachers will be able to say without hesitation just why a more permanent impression of fundamentals cannot be imparted during High School years. There must be reasons. If they are found is an improvement practicable? Perhaps it is on its way with the new curriculum!

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Teacher, What of That Pension?

By H. C. Clark, M.A., Edmonton

For the last twenty years or more various committees have been appointed and have worked faithfully to get together data which might impress upon the government the wisdom of instituting a pension plan for Alberta teachers. This Province is unique in the sense that it is the last portion of the British Empire where teachers, after a strenuous life in the classroom, during which they have earned just enough to keep body and soul together, can either die in poverty or become the objects of charity when their period of usefulness to the State is over.

Governments from time to time have promised to give earnest consideration to the representations (on teacher pensions) of various delegations; apparently the time has never been propitious for constructive action. Lack of money, other more pressing monetary demands (e.g., to secure livestock for our experimental farms), absolute indifference on the part of former Ministers of Education, all these and more have held up action. Teachers who were prominent in the movement to get teacher pensions established are now at a pensionable age, others have already crossed the divide, and it seems to the writer that another attempt will have to be made by a younger and more virile body of teachers.

There is one good feature to this delay in establishing a retirement scheme for Alberta teachers. We are now fur-

nished with a mass of material as to the functioning of pension systems in other parts of the world. Many plans have turned out to be actuarially unsound and were it not for the fact that the public purse is not as limited in its content as it that of a private individual, many schemes which are actually insolvent at present would have broken down entirely. To quote one instance, the English pension system was lately reported as being £10,000,000 short of what it needs to make it actuarially sound. Many pension plans have recently been radically changed, e.g., Montana has passed an Act to come into effect September 1st, 1937, increasing the contribution of teachers from \$9 per year to 5% of the salary earned, up to a maximum taxable salary of \$2,000.

In the light of experience covering a period of some thirty years, the National Education Association of the United States has formulated a list of principles which are fundamental to any sound retirement system. They are as follows:

1. Membership should be compulsory for teachers entering the service after the enactment of the retirement law; optional for teachers already in service.
2. Retirement ages and rules should be defined and administered so as to retain teachers during efficient service and provide for their retirement when old age or disability makes satisfactory service no longer possible. The retire-

Attention Teachers!

QUESTIONNAIRE

1. If a retirement system for Alberta teachers came into force, would you wish to participate?.....
2. How many years have you taught:
(a) in Alberta?.....(b) altogether?.....
3. Give: (a) your sex.....(b) your present age.....
4. What percentage of his yearly salary should a teacher be asked to contribute to a retirement plan?.....%
5. Should there be a limit to the amount of annual salary levied upon?.....If so, what amount? \$.....
6. If a teacher retires from teaching before having completed 5 years' service, should there be any deduction made from his contributions?
If so, how much?.....
7. What do you consider a suitable pensionable age:
(a) For men?.....(b) For women?.....
8. Should a teacher be allowed to teach after reaching pensionable ages as in 7 above?.....
9. Should there be a maximum number of yearly contributions to the retirement plan?.....
If so, what number do you suggest?.....

10. If the retirement plan made provision for retirement with pension on account of disability, should this disability be (a) total disability?.....(b) disability to carry on classroom duties only?.....
11. How many years of teaching should be required before a teacher were eligible for a pension on account of disability?
12. What retirement provision should be made for teachers now at or nearing retirement age? A minimum of \$.....per month.
13. Should such teachers be required to contribute towards such a retirement allowance?
If so, how many (retroactive) annual contributions?
14. Should there be an age set (say 25 years) before which a teacher should be exempted from contributions to the retirement plan?
15. What additional contribution would you be willing to make during first five years of operation of retirement plan to make possible retirement allowances for teachers who are at or near pensionable age?.....%

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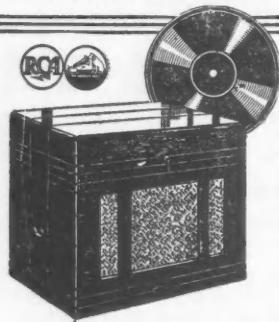
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ment allowance should be sufficient to enable the retiring teacher to live in reasonable comfort, thereby removing the temptation to remain in the classroom beyond the period of efficient service.

3. The sums deposited by the teachers and by the public during the period of service should be approximately equal.

4. The deposit by the teacher and the payment by the public should be stated in the organic act creating a retirement system, subject to adjustment in accordance with future actuarial investigation.

5. The teachers' contributions and the State's payments to the retirement fund should be made regularly and concurrently during the teachers' period of service.

6. The retirement board should open an account with each individual teacher. Sums deposited in that account by the teacher should be held in trust for that teacher.

7. An adequate and actuarially sound reserve fund should be created to guarantee that the necessary money to pay the benefits promised will be on hand at the time of retirement.

8. Periodic actuarial investigations should be made of every retirement system to insure its financial soundness.

9. A retirement allowance should be provided for disabled teachers after a reasonable period of service.

10. Teachers leaving the service before the regular retirement age should retain rights to all moneys accumulated in their accounts. Teachers' accumulated deposits should be returnable upon withdrawal from teaching service, or death prior to retirement.

11. The teacher should have the opportunity to elect the manner in which he will receive the benefits represented by the accumulated value of his deposits and the State's payments.

12. Upon the adoption of a retirement plan teachers should be given credit for their service prior to the establishment of the system. Funds for this purpose should be established by the public.

13. The public should guarantee active teachers all the benefits which they have a reasonable right to expect under the old system [i.e., where a previous pension system has been in force]. It should guarantee teachers retired under a previous system the allowance promised at the time of their retirement.

14. The administration of the retirement system should be in the hands of a retirement board whose make-up is carefully prescribed in the retirement law and which represents both the public and the teachers.

If a retirement system can be established for Alberta teachers it should of course try to conform to as many of the foregoing principles as possible. It is usual when introducing such a retirement system to allow teachers then active to decide whether they wish to participate or not. Those who have already made provision for their retirement have entered into commitments which will likely be all that they can take care of. Younger teachers for the most part, elect to come into the plan. After the passing of the Act establishing the retirement system, all new teachers are required to participate.

One of the difficult problems to face is retirement provision for teachers who have grown old in service. The State is usually called upon to assume a large share of the burden. Sometimes, as in B.C., the teachers place part of the first yearly contribution into a fund to help look after

teachers at or near the retirement age. After a few years, of course, all teachers make a minimum provision for themselves.

Provision for the older teachers by the younger has its advantages of course. Opportunities for promotion are created, to be filled by younger teachers who have been waiting their turn. There is no urge where there is a retirement allowance for School Boards to keep teachers past the age of maximum efficiency merely because they would have to rely on charity once out of a position.

In the early days of teacher retirement plans, the contribution of the teacher was altogether too low and even when supplemented by the State's portion produced a mere pittance. In more recent times the teacher's contribution has ranged between 4 and 5%, with quite often a limit on the taxable salary. New York and Ohio teachers contribute 4%; Montana, Nevada and Wisconsin teachers pay 5% of their annual salary. Teachers of Virginia contribute only 1%.

In Canada the teachers' contributions range from 2% in Manitoba to 4% in Saskatchewan and British Columbia. In the latter Province the teacher may, if he wishes, increase his contribution to 8% of his annual salary. This, of course, increases the amount of his pension when he retires. The lowest pensions are paid in Manitoba, from a minimum of 50 cents per day to a maximum of \$500 per annum. In Saskatchewan the pensions range from \$360 to \$2,000 per annum.

It is interesting to see what the teacher gets out of his deposits should he retire before reaching a pensionable age. Nova Scotia and New Brunswick return nothing, other provinces retain a portion of the teachers' contributions. Ontario pays back the whole of the contributions after 5 years, with interest at 4%. In B.C. the teacher gets back all his contributions with 5% interest if he withdraws from teaching before retirement age. In Prince Edward Island the teacher withdraws all but two years' contributions after 3 years of service.

The object of this article is to revive the interest of Alberta teachers in the matter of pensions. Last winter a committee of teachers under the Chairmanship of M. Howard Dobson, of Edmonton, waited on Premier Aberhart, and submitted a brief proving that teacher pensions were long overdue. It was thought at the time that the Premier might agree to the appointing of a committee to find out all the data necessary to enable the government to set up a retirement plan for Alberta teachers through legislative enactment at the 1938 session of the legislature. The Premier suggested however, that the teachers be prepared to advise the government as to the kind of retirement plan they favored and its approximate cost to the government.

It is to be sincerely hoped that there will be a pretty general Province-wide return of the questionnaire which you will find on page 27. Unless we get the information asked for it will be almost impossible to translate our wishes for a retirement plan for Alberta teachers in legislative action. Will you please mail the questionnaire properly filled in to the A.T.A. Office, Edmonton?

TEACHERS' MEETINGS

ELMSWORTH & DISTRICT: At Elmsworth School, Nov. 6, 2.00 p.m.

LOUGHEED: At Lougheed School, Nov. 6, 2.30 p.m.

MILLET: At Millet School, Nov. 20, 2.30 p.m.

WAINWRIGHT UNIT: At Wainwright, Nov. 6, 2.00 p.m.

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Report of St. Paul Convention

The St. Paul A.T.A. District Association held its seventh annual convention on October 7th and 8th. The ever-increasing popularity of the event has a pronounced effect upon its attendance. Almost 164 teachers registered on the first day. Teachers of near and far were present, some travelling 80 or more miles.

A diversified programme of discussion periods, type lessons, addresses, lectures, and demonstrations has added immensely to the interest of the rural teacher. This was clearly evidenced by the activity of those present.

The programme of the first day was climaxed by a banquet held in the Parish Hall where some four hundred were present. The speakers were Mr. J. W. Barnett, Mr. Pillon, and Rev. Lucier, who, in a masterful, scholastic manner, delivered an address on "The Child and Its Development". The evening programme was prolonged by a dance held in the Elite Theatre to the tunes of Guy Watkins and his Band. Some five hundred and fifty were present.

The next day's programme came to an end with the election of officers for the coming year: President, McKim Ross, re-elected; Vice-President, Miss H. S. Nelson; Secretary-Treasurer, Miss Lavoie; and the following councillors from each of the locals: H. Strynadka, St. Paul; Mr. Marsh, Bordenave; Joseph A. Durand, St. Paul, Bi-lingual representative; John Svarich, Vilna; John Shubert, Bellis; Elias Taschuk, Lac Bellevue; F. J. Milaney, Cold Lake; H. E. Fykes, Elk Point; Stella Carpenter, Ashmont; Bill Taschuk, Duvernay; L. Landry, Bonnyville; and one from Beaver Crossing.

VISUAL INSTRUCTION NOTES

The Edmonton branch of the National Film Society of Canada opened its second season on October 25th with "Carnival in Flanders" (La Kermesse Heroique) adjudged the greatest film produced anywhere in 1936 at the Venice International Exposition where it was awarded a gold medal and it also received the Grand Prix du Cinema Française in that year. A students' section open to University, Normal and High School students met at 4.30 and the general meeting of members from the University, and city teaching staffs and general public in the evening, both held in the University Medical Building east theatre with nearly 500 attending. Ten meetings will be held this season on the 2nd and 4th Mondays for the presentation of outstanding films of a cultural and artistic character from all parts of the world. A Calgary branch of the National Film Society of Canada is being formed with Mr. Panabaker, of the Stanley Jones School, as convener.

The Department of Extension of the University recently conducted a demonstration of visual aids at the Lamont Inspectorate teachers' convention at Edmonton, also at Camrose for the Inspectorate and is to give a similar demonstration with evening exhibition of films for the Calgary rural district teachers on November 4th.

A travelling visual instruction exhibit was recently sent out from the Department of Extension visiting the town schools between Edmonton and Calgary. Teaching films were demonstrated in the classrooms and evening exhibitions of educational sound films given at Red Deer and Innisfail.

A meeting of Chipman district teachers in the Lamont Inspectorate is to be held at Chipman early in November to plan a circuit for a motion picture projector. Ten such circuits are now in operation in Alberta using films supplied by the University. It is expected that several new circuits will be formed this term.

The Historical Study of Our Times

By
John Liebe, Ph.D., General Shop Instructor,
Lethbridge

PART II THE PSYCHOLOGY OF HISTORICAL CONTACT

4. The refinement of historical contact

The historical function of foreign missions
The contribution of applied science to exchange facilities

Personalities that have grown beyond their civilization

Modern development of chemical warfare in the West and the growth of a defensive militarism in China and of an independent militarism in Japan seem to indicate that historical contacts have undergone no refinement whatever. Recent pessimistic forecasts* of the probability of a collapse of modern civilization appear justified if we lay stress on modern warfare. Under the perspective of world history, however, this spectacular side of modern life is viewed in a larger setting.

Of all forms of historical contact the military contact is the oldest. Egypt and Babylon were brought to extinction through their mutual military attacks since the time of Thutmoses I (about 1500 B.C.) and finally through the military advance of the Persian Civilization (about 525 B.C.). Persia herself was brought to an early end in the military conflict with Greece (about 480 B.C.). The Mediterranean Civilization is the only one which died in defence against her nomadic raiders and never made a serious contact with her only civilized neighbor, far-off India. The last civilization that found death in battle was the American Indian culture. No great ideas were involved in the five military conflicts that ended five civilizations. Persia was driven by a military instinct rather than by a world mission. The Germanic tribes who poured into the Mediterranean world just happened to come up against the Roman Empire. Their contact was not an historical contact at all, for they would have preyed on any other country that promised booty and pasture. And Cortez and Pizarro, the plundering pirates of the Western Civilization did not realize that they extinguished the old civilization of the Aztecs in Mexico and the Incas in Peru. They had been furnished with the so-called "Requisition", a document in which the king of Castile (later part of Spain) requisitioned the Indians "to acknowledge the Church . . . and the Pope and in his name the King". They indeed had this scroll read several times to the hostile Indians before they attacked them. But so far away from the mother Church and uncontrolled by public opinion, these lonely explorers followed their adventurous, piratic instincts and massacred the leading tribes of the ancient civilization. The gentle Dominican padre Las Casas arrived too late when the terrible accident had already happened. Here too, the contact had been military.†

A milder form of military contact came into existence by the injection of religious ideas. This new form appears for the first time with great clearness in the spread of Islam in the seventh and eighth centuries A.D. The soldiers of the early caliphs raided and burnt, but they soon made peace with the conquered cities. Their advance covered mostly uncivilized areas like North Africa, Persia and Afghanistan, but their ideas infected the wild Afghans, Turks, and Tartars who for centuries raided India. In this indirect way the

* See Bertrand Russell: "Icarus or the Future of Science." 1926. Kegan Paul, Trench & Trubner, London. pp. 55-64.
† See Spengler II, 43-46. Also McLeod: "The American Indian Frontier." 1928. pp. 67-119.

Islamic Civilization brought India to the verge of extermination had it not been for the power of the hinduistic tradition to preserve its genuineness until under the "Mogul" Akbar (1556-1605 A.D.) a sort of reconciliation between the two civilizations on Indian soil became possible.‡ Again a great idea lived in the crusaders who, in the 12th and 13th centuries attacked the then mature Islamic Civilization.

At the end of the crusades the religious fanaticism of the Westerner was lessened by economic motivation. The economic motive tempered the military contact further and excluded the very idea of a fight to the finish, for an economic war does not gain its ends by extermination. Western contact with India which finally took the form of the establishment of a British crown colony was prompted by the desire for economic expansion from the very beginning in 1498. Centuries later the competition of Western powers in the opening of China is an expression of the same motive, which is spectacularly exposed in the Opium War (1840).

World religion and world trade have tempered down the savage nature of early military contacts between the civilizations. The mental element slowly supersedes the primitive physical fighting instinct. This evolution of the spiritual has religious roots: for centuries it became the historical function of foreign missions to bring about a refinement of the historical contact, which in time enabled the educated personality to loosen the allegiance to the native civilization. In comparison with the approach of the soldier, the pirate, the explorer, and even the trader and diplomat the approach of the missionary is the most refined form of historical contact. Mission work is in spite of all the denominational narrowness and the boastful, illusionary claims to eternal salvation that go with it the most spiritual approach of a foreign civilization; it forms contact through the cultured classes and creates understanding.

Mission work follows the general, historical tendency that we stated already, that if two civilizations come in contact the younger one takes the initiative. Foreign mission work is always directed toward an older civilization. Therefore China as the oldest civilization never undertook mission work; India confined its missionary activity to China, the Islamic Civilization to India and China, while the Westerner organized the most elaborate net of missions in China, India, and the Islamic world. The non-reversibility of foreign mission work is shown by the surprising fact that India who has the strongest religious bent never tried to send missionaries into the area of the Islamic and Western civilizations. Islam never organized missions in the Balkan countries that were ruled by Turkey for centuries.** The West began Protestant mission work in Russia, but as soon as Russia awoke to a full realization of her independence as a civilization she resented and suppressed such efforts with the utmost severity.§ The propagandist hates to be made the target of propaganda.

This one-way nature of foreign mission work is brought out in graphical form in the following table:

‡ See J. T. Wheeler: "India". Peter Fenelon Collier, New York, 1899. Vol. I, pp. 94-171.

** See W. S. Davis: "A Short History of the Near East." 1922. MacMillan, New York. pp. 247-252.

§ See Sherwood Eddy: "The Challenge of Russia." 1931. Farrar and Rinehart, New York. pp. 158-163.

Beginning of Mission Work:	Organizing Civilizations according to their age			
	West	Islam	India	China
About 200 B.C.	4000 yrs.	1000 yrs.	1500 yrs.	3500 yrs.
About 700 A.D.		Islam	India	China
About 750 A.D.		Islam		China
About 1100 A.D.	West	Islam		
About 1540 A.D.	West		India	
About 1580 A.D.*	West			China

This table takes no account of mission work in uncivilized areas of the world, because the relation between a civilized missionary and an uncivilized native are not historical contacts between the mentalities of two civilizations. In mission fields like Alaska or the Congo the missionary's mentality remains undisturbed and his feeling of superiority unchallenged. Such an atmosphere of mental quietude surrounds the literary career of the German theolog and physician Albert Schweitzer who founded a mission hospital at the edge of the primeval forest of Africa. He took the spirit of the theological faculty of his home university with him out into the wilderness and continued his treatise on "The Mysticism of St. Paul". The central idea of his "Civilization and Ethics" was conceived on a river steamer amid the hippopotamuses of the Congo.** The luxuriant nature of the tropics is just the outward setting of a world without mental provocations. The missionary who preaches to people who stand outside of any civilization, helps to enlarge the civilized area of the world by extending the trend of his own civilization; but mentally he returns essentially unchanged.

If we then exclude from our survey the mission work in uncivilized areas and disregard Russia whose missionary spirit does not express itself through religious forms, all other mission enterprises group themselves into six historical contacts between four civilizations. The older these contacts are the more have they lost their original missionary fervor. The youngest contacts that were only started about 400 years ago, are Western missions in India and China-Japan. They exhibit the greatest intensity and are the best illustrations of historical mission contacts in general.

Those, however, who are actively engaged in mission work will, as a rule, disregard such a grouping. A missionary council naturally considers the whole world as one mission field. Eskimos and Hindus, Zulus and Chinese, Philipinoes and Turks are all offered the same message. It is assumed that they all need the same salvation and are capable of finding and accepting the same salvation. Even the methods of conversion are, at least in theory, supposed to be the same the world over. The hopes of filling the world with Roman Catholics, Mohammedan Shiites, Christian Baptists, Buddhist Mahayanists or a few hundred other 'ists are reflected in the numerous organizations on denominational lines. But below those old-fashioned forms which are expected to link mission enterprises of the most varying

* The so-called Nestorian "Christians" came to China since 635. As they were tolerated and even favoured by the caliphs of Bagdad they must be regarded as mentally absorbed by the Islamic Civilization, seen in the light of a psychology of historical contact. K. Latourette includes them in his "History of the Christian Mission in China". 1929. Society for promoting Christian Knowledge, London. pp. 46-60.

** See Albert Schweitzer: "Out of My Thought. An Autobiography." transl. by C. T. Campion. Henry Holt & Co., New York, 1933. p. 135.

psychological conditions, mission life follows the deeper forces of the civilizations in whose area it is conducted.

In practice a serious missionary comes under the spell of the cultural atmosphere of an older civilization. His naive enthusiasm is likely to be undermined by an insight into the relative value of religions. After all, the great civilizations and their corresponding religions have proved their practical value by weathering the storm of centuries, and the superiority of one over the other will and can never be demonstrated for all. If this is the case, it may be asked, why did missionary enterprises not come to an end long ago? In the light of the psychology of historical contact the answer is simple. The older civilizations realize the relativity of cultural and religious values, so much so that they finally cease producing missionaries. The younger civilizations, on the other hand, are not yet willing to admit the relative value of their religions, and their missionaries seek a practical escape from the mental dilemma. We sometimes regret that our missionaries reach only the lowest classes of society abroad. This is a clear psychological necessity. If the missionary of a young civilization had to face daily the highly cultured members of the ruling classes, if he had to move about Islamic imams, Indian brahmins, and Chinese mandarins, he would, in the course of time, be driven into tolerance. So he instinctively preaches to the poorest and most ignorant members of the foreign society who have the weakest allegiance to their native civilization and are therefore more easily induced to accept a foreign creed, especially if some trivial material advantages are held out at the same time. In this way the missionary's feeling of superiority is saved, because as a higher type of the imported civilization he meets a low type of the native civilization. Once the work among the lowest classes is attacked with earnestness the road is open for many useful activities which, in time, become ends in themselves and build up the most refined contacts with the foreign civilization. Gradually the emphasis is shifting from preaching to education, philology, medicine, industry, famine relief, social and literary life. Although it is still claimed that these activities are motivated by the desire to make converts, they become means that overgrow the end.

The lives of many great missionaries demonstrate this tendency. The Christian crusader William of Tripolis, who converted over a thousand Moslems and spoke Arabian well became the first reliable Christian student of the Koran. In his work "About the state of the Saracens and their false prophet Mohammed and their law and faith" (1273) he gives a fairly accurate account of the Christian elements in the Koran and admits that it "contains much glorification of the Creator, and of his power, wisdom, kindness, commiseration, justice, and chivalry."† The English shoemaker William Carey spent the biggest part of his missionary career as professor of Bengali, Sanskrit, and Marathi at the British government college in Calcutta.†† Dr. Peter Parker was the first medical missionary in China. He started as an eye specialist in Canton (1835), found the support of a prominent Chinese Merchant, and became one of the main organi-

† See Prutz: "Kulturgeschichte der Kreuzsuege". 1883. pp. 578-598.

†† See J. M. Thoburn: "The Christian Conquest of India" 1906. Publ. Young People's Missionary Movement, Toronto. pp. 139-144.

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zers of the Medical Missionary Society in China.§. The missionary James Legge, later professor of Chinese at Oxford University, translated many volumes of Chinese classical literature.‡ The German Basel Evangelical Mission was highly successful in introducing trades and industries in India.** The Scotchman Alexander Duff organized the Christian mission college at Calcutta, which by and by attracted some high-caste Hindus who sought an opportunity for learning English.***

Only few missionaries succeeded in getting access to the most cultured classes. They were, without exception, great personalities who strove valiantly in the face of the criticism of their fellow-workers. They found formulations of their aim which came very near to complete tolerance. Their minds were wide enough to embrace the foreign culture with enthusiasm, because they had advanced in their own culture to a loftiness that can be reached only by those who are in a position to behold their native civilization from abroad.

The first trace of such an attitude is found where we should expect it least: in the life of the first successful Western missionary in China, the Italian Jesuit Matteo Ricci (1552-1610). He studied law, astronomy, cosmology and mathematics in Rome, served as novice in the Society of Jesus, learned Chinese at Macao, and won the admiration of Chinese scholars by his scientific attainments and tolerance. He acquired such a remarkable proficiency in the Chinese classics, that he obtained official recognition at the court of Peking after twenty years of dangerous and patient mission work. He converted some of the highest officials, among

§ See Latourette pp. 219-222.

† See Latourette p. 246.

** See Thoburn p. 189.

*** See Thoburn p. 246.

them members of the Hanlin Academy and of the royal family. Ricci did not expect his converts to break with Confucianism in its highest form: he used the pantheistic conception of tien, the heaven as supreme being, to indicate God. He tolerated the ceremonies in honor of Confucius and the ancestors as rites of mere civil significance, and did not hesitate—after ten years' residence—to wear the robes of a mandarin. This tolerance his time could not understand: his practice was furiously attacked by Franciscans and Dominicans and, after a century of argument which retarded the progress of Catholics in China, the Inquisition issued a decree which forbade the tolerant practices of the great Ricci forever.‡‡

Another missionary who reached the ruling class of China in an historic hour was Timothy Richard. He had seen millions dying in the terrible famine of 1877 in the province of Shansi. During the hasty organization of famine relief he was driven to the conviction that a recurrence of such disasters could be avoided only by the introduction of Western science. He believed that the missionary's work should benefit all Chinese instead of a few converts; he did not aim at the conversion of individuals, but wanted to transform every phase of China's culture in order to make possible "more abundant life—economic, intellectual, and spiritual—for the nation's millions". He later made himself independent from his missionary organization and devoted himself entirely to the introduction of modern education. His translations and books were read with the greatest eagerness throughout China, and reached even viceroys and the Emperor. He succeeded in obtaining half a million taels from the Boxer indemnity for the foundation of a university in Shansi to spread Western learning. He taught China how to meet the threat of the economic

‡‡ See Latourette pp. 91-98; 132-135.



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and military advance of the West through the treaty ports.***

There is perhaps no better account of a missionary who is being conquered by the civilization of his mission field than Stanley Jones' book, "The Christ of the Indian Road".§† "I went to India through pity," he admits, but can add: "I stay through respect." He is fully aware that Christianity has many elements that will not stand the shock of transplantation. Clinging to the universal traits of the Christian religion he urges the Indians to interpret Christ through their own genius of life, and feels sure that the Christ of the Indian Road will be a vital, first-hand interpretation. For Stanley Jones the aim of missions is simply to produce Christlike character. This, however, is taken in such a wide sense, that he does not object to the Hindus calling Mahatma Gandhi, the great reformer of Hinduism, a Christlike man. His conception of paganism is a "revaluation of all values" of mission work. "Paganism," says Jones, "is not a thing to which we can point on the map and can say: 'it is here', 'it is there'. It is not a geographical something, but a matter of the spirit, and there may be vast areas of thought and purpose and spirit that are still pagan on both sides of the world. Paganism may be either in East or West." Stanley Jones has discarded much of the pride of the Westerner; he even wants missionaries to lose their Western identity and merge their lives and endeavours with India. He does not want to stand outside of the wave of growing national consciousness of India. He does not identify himself with the British ruling class; but desires to be a friend and brother of the Indians. He has found a way to Indians of all castes.

The lives of the greatest missionaries show that a meeting of the civilizations on a level of complete equality is possible. The original task of converting heathens to a church has worked a great change in the minds and hearts of open-minded, great missionaries; they have come to a creative understanding of the civilization of their prospective converts. When the arrogance that lies in the will to convert will have been dissolved by an understanding of what to-day is still considered foreign, foreign missions will have fulfilled their historical function.

***See Latourette pp. 379, 525, 619; and Soothill pp. 173-174.
§† Publ. 1926. McClelland & Stewart, Toronto. pp. 23, 34, 35, 102, 211.

HAVE YOU REGISTERED?

If you have not registered since you entered a contract with your present District, as required by *The Teaching Profession Act, 1935*, as amended, fill in and return this form to the Alberta Teachers' Association, Imperial Bank Bldg., Edmonton.

The membership fee is now deducted automatically from salary due each teacher by the district; deductions are made from grant due to the district (except in a few town schools which have approval of the Minister to make direct payment of fees of their staffs) and the Government makes payment to the Association.

There is no provision in the Act for employed teachers to make direct remittance of fees to the Association

TEACHER'S NAME (in full).....

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Present School District..... No.

When did you commence teaching in above District? 193..... Annual Salary \$.....

Name of Previous School District..... No. Address.....

When did you leave previous school? 19.....

Permanent Certificate (yes or no)..... Class..... Signature.....

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Of Interest to Teachers

By CLERICUS

We understand that the work of teacher organization in the larger districts (either actually formed or planned) is going on apace. At recent conventions one of the most important items of business has been the election of district executives to carry out the wishes of the teachers in various districts. Because of our geography and climate, it is unlikely that the teachers as a whole of these districts will be able to meet at any time but at the fall convention, so that the executive will have to function pretty much as circumstances dictate in between times. But this is what happens in the Provincial Executive in regard to Provincial affairs. Inspectors will of course be ex-officio members of all convention committees where their advice and help will be as valuable as heretofore. Let us hope that the newly-formed District Executives will take their responsibilities seriously and arrange immediately for a winter programme of meetings. We shall expect to hear shortly of arrangements made for Dramatic competitions, Sports' meets, Study Groups, etc., etc.

Don't disappoint us, District Executives.

* * * *

Last month we spoke of the dearth of applicants to enter the Provincial Normal Schools of Alberta. We are informed that a similar condition prevails in Manitoba. Dr. Fletcher who is in charge of teacher training in Manitoba says that the salary outlook for teachers is so poor that high school graduates are entering domestic service rather than teacher training institutions. It seems to us a serious indictment of conditions under which teachers must carry on in our sister province. We understand that in Saskatchewan the Government guarantees by way of grant a salary in the drought stricken areas of \$30 per month. With the price of farm products what they are now and the cost of living going up every week, we feel that the time is overdue for a real boost in teacher salaries in Alberta.

* * * *

Well, for good or ill, the matter of promotion of students from Grade X to Grade XI is now to be vested wholly in the hands of the teacher. Following the plan of having Departmental examinations at the end of Grade IX and Grade XII in the new set-up, standing in Grade X will be conferred in whole or in part solely on the recommendation of the teacher teaching the students. Teachers in the remote areas may not welcome this news, and the local pressure exerted on an isolated teacher will in certain cases no doubt be very great and tend to sway a teacher's judgment. (After all, we have to keep our individual pots boiling you know.) However, one of the brighter phases of this information is that the inspector is to authorize the amount of Grade X work (if any) which can be undertaken in any school, having regard of course to the enrollment, (Knock the "I" out of this if you don't like the spelling) the number of grades taught, the equipment available and other salient factors. We have a suspicion that these same inspectors are going to be pretty busy gentlemen as time goes on, and as for responsibility . . . well, at least the Department of Education can raise their salaries.

* * * *

About the end of November the University of Alberta will issue an announcement with regard to the University courses to be offered at Summer School in 1938. You know, of course, that the former system is to be changed. Registration will take place about December 1st and extramural work will be carried on by the student during the winter

and spring months. (Registration in two courses is the maximum allowance and believe us when we tell you that this is plenty. How about it Math. 42 students?) After this rude interruption we will proceed. Attendance at summer school is for six weeks as usual but classes will be of two hours duration instead of one and a half hours as formerly. At the end of the six weeks the student will sit his final examination and may then be as carefree and gay as the rest of us until school opens up in September. Oh yes, we forgot to say that the University still requires a fee of \$20.00 per subject.



Dr. G. D. Misener, of the Victoria High School, Edmonton, A.T.A. representative on the University of Alberta Senate.

* * * *

There must be a catch in this one:

Assume that	$a=b$
Then, evidently	$ab=a^2$
Subtracting b^2 ,	$ab-b^2=a^2-b^2$
Factoring	$b(a-b)=(a+b)(a-b)$
Dividing by $(a-b)$	$b=a+b$
But	$a=b$
Therefore	$b=2b$
Or	$1=2$

Well, you have more spare time than we have so look it over. It looks like a get-rich-quick scheme to us.

* * * *

The Provincial Executive has set up a committee to give evidence before the Royal Commission on Dominion-Provincial relationships, appointed recently by the Federal government. While education is, of course, a Provincial matter, the Federal government has in the past given aid to some forms of education, notably technical education. The Canadian Forum has this to say in part concerning this particular commission: "The Royal Commission which the King government has appointed to investigate Dominion-Provincial relations provides the biggest surprise in Mr. King's career. Its five members are so little given to indulging in ponderous and empty rhetoric, that for the moment one can hardly resist the temptation to conclude that, when Mr. King appointed them, he really intended something to be done about Dominion-Provincial relations . . . "

* * * *

They had been arguing about the role of man and woman in history. Finally he asked, "Can you imagine a woman refusing, as Caesar did, a kingly crown?"

She answered, "Yes, I think it is quite possible, but to be frank, I do think she might try it on before refusing it."

SIX MAN FOOTBALL OR SIX MAN RUGBY

By A. W. LARSON

(Author of "Six-Man Football Manual" and
"Six-Man Football Scorebook")

The new game of Six-Man football is only new as far as the number of players and a few other changes are concerned. It is regular football played on smaller scale. In the average small school lack of boys and the costs of maintaining the regular eleven man game make it prohibitive. Many small schools have the regular eleven man game, but admit that it is not successful. To change to the Six-man game would be a wise move. The game is not intended as a replacement of the regular game; only where the eleven man game has not been successful.

Now for the nature of the game and how it differs from the regular game. It is not "playground", "touch", or "pass" football, or any other variation of the regular game. It is simply football on a smaller scale. Passing, running, blocking, and tackling are exactly the same. The ball and equipment should be the regular football type. In fact Six-man football demands more skill in tackles, passing, and ball handling than the regular game because it is up to each individual player to fulfill his assignment.

The following changes from the regular game, are those devised by Stephen Epler, others have added to or changed these rules to fit their own playing needs. The game is an open offensive game, colorful, many thrills, and action every minute of the game.

There are six players on each team.

All players except the center are eligible to receive a pass.

The playing field is smaller, 40 yds. by 80 yds. The ball is put in play on the 20 yd. line by a regular kick-off.

The end zones are 10 yds. long and 40 yds. wide.

A forward pass may be thrown from any spot behind the line of scrimmage.

When the ball is put in play the offensive team must have three players on the line of scrimmage. The penalty for violation is loss of down and loss of 5 yds. from where the ball was put in play. The center may be at the end of the line when he puts the ball in play. To make the game more interesting, I am in favor of making the center eligible to receive a pass.

The offensive player who gets the ball from the center must pass the ball to a team mate before the former crosses the line of scrimmage. This pass must be a "visible pass" and should be at least one foot in distance. If the first player who receives the ball from center is tackled, and the ball is declared dead by officials before he reaches the line of scrimmage, the play is called legal. If the player who receives the ball from center crosses the line of scrimmage before passing the ball, the play is illegal and the ball is returned to the place where it was put in play and the offensive team penalized with the loss of a down.

If the first pass is not visible or is declared not a pass by the officials, the penalty shall be loss of down and five yards.

The shoe to be used may be basketball, tennis, or the regular cleated football shoe. I advocate the use of the regular football shoe.

The playing time consists of four quarters. The coaches may agree on how long these quarters should be, 8, 10 or 12 minutes. Fifteen minutes is allowed between the second and third quarters.

On the kick-off if the ball is kicked out of bounds a second time, the opponents are given possession of the ball and may put it in play on their 30 yd. line.

With the above exceptions the National Collegiate Football Rules govern the Six-man game. Or with the above exceptions apply the regular Rugby Rules.

Scoring in the game is very common, even if teams are evenly matched. Every player encounters some chance to score. Because of the action that is packed into the game, it has tremendous spectator appeal. It will readily pay its way even in a small school.

Finally, it gives the student a chance to attain a large amount of training in the fundamentals of football or rugby. This will be of great value when he enters college. It assures more actual playing for each player. There is less danger of injury; although we must not overlook that this game is just as rough as the regular game.

Six-man football will pay its way the first year, it may be an innovation, but once introduced into a community it will stay.

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LOCAL NEWS

and Local Meetings

ACADIA

On April 17th of this year a group of teachers from the Oyen and Cereal-Chinook locals met in Oyen and formed the Acadia Division No. 8 Local, with C. D. Denney, of Cereal, as President; A. E. Goddard, of Oyen, as Vice-president; and Frank Morrell, of Chinook, as Sec.-Treasurer. The two locals of Oyen and Cereal-Chinook thereupon became sublocals. In the following month the officers of the local succeeded in forming three more sublocals at Acadia Valley, Sibbald, and Sedalia-New Brigden. Each of the five sublocals elected a representative to the executive of the local in the persons of Mr. W. S. MacDonald for Oyen, Mr. John Calder for Acadia Valley, Mr. Geo. Wright for Sibbald, Miss Mary Byler for Sedalia-New Brigden, and Miss E. W. Duff for Cereal-Chinook.

Though some of the sublocals did not function very effectively, the executive of the local negotiated for a salary schedule with the Acadia Division. It also asked for and received an invitation to send an official teacher representative to sit with the Board at its meetings. The President of the local acted in this capacity during the spring and summer. The President and the Secretary also acted as a delegation to the Department of Education to request increased grants in aid of education in Acadia Division.

About the middle of September the Executive of the Local met the Superintendent, Mr. C. M. Laverty, and arranged for a convention of the teachers of Acadia Division and Oyen Inspectorate in Oyen on October 7th and 8th.

With the exception of arrangements for a guest speaker all plans worked out well. At the last minute Dr. Newland agreed to put himself out to come on from the Hanna convention to address the Acadia convention on Friday afternoon. After his address on problems of the new courses, Dr. Newland answered satisfactorily a great many questions. Addresses by teachers of the Local were on Music in Rural Schools, Experience and Difficulties with Enterprise, Principles of Bookkeeping, Grade IX Mathematics, and the New Grade X Courses. Other interesting features were an oral language demonstration in Division I, a Question Box, and an address by Mr. W. Yake, Chairman of the Board of Acadia Division. Superintendent Mr. C. M. Laverty spoke at the banquet on the topic of The Teacher and His Profession. His remarks were kindly pointed and were well and appreciatively received. Board members and their wives were guests of the teachers at the banquet.

During the convention the seventy teachers registered conducted considerable business. They showed their appreciation for the efforts of their officers and a strong professional spirit by solidly staying through long afternoon sessions. Perhaps the most important business was the amending of the constitution to provide: 1st, that the Local fee shall be two dollars a year of which one dollar shall be the property of the sub-local to which the teacher belongs; 2nd, that the fee shall be collected by the General Secretary-Treasurer of the A.T.A. under the provisions of the last paragraph of Section 10 of the Teaching Profession Act at the rate of twenty cents a month; 3rd, that for the purpose of planning an annual meeting and convention the Superintendent shall be ex-officio a member of the Executive; 4th, that at a designated time the annual meeting of the Local shall break up into sub-local sections for the purpose of sub-local annual election of officers. Other business included resolutions relating to the new courses of study; asking the Depart. to bear full cost of education in Acadia Division; advocating a uniform Provincial educational tax and a Provincial schedule of salaries for teachers; advocating changes in the High School Regulations; favoring the organization promoting musical festivals and track and field meets; of sympathy for Vice-President Mr. A. E. Goddard who had to be absent because of illness; of appreciation of the amicable relations existing with the Board of Acadia Division; and the Local executive undertaking to organize and maintain circulating libraries of history and literature books among the sublocals.

A substantial collection was given as an expression of sympathy for Miss E. Pope of Lovedale School who lost all her personal belongings by fire.

The new officers elected are: President, Mr. C. D. Denney of Cereal; Vice-President, Miss E. W. Duff of Myrtle

(Chinook); Secretary-Treasurer, Mr. A. E. Goddard of Oyen; Sub-local representatives: Cappon, Mr. W. M. Thompson of Emslie (Buffalo); Acadia Valley, Mr. J. M. King of Acadia Valley; Sibbald, Miss H. I. Russell of Sibbald; Sedalia-New Brigden, Miss A. Mitchell of McConnell (New Brigden); Oyen, Mr. W. S. MacDonald of Oyen; Cereal-Chinook, yet to be elected to take the place of Miss Duff who was elected Vice-President of the Local.

At a meeting of the new executive in the evening after the annual meeting, Mr. Harold Hall of Lanfine was chosen to be the official teacher representative at the meetings of the Acadia Division Board for this year.

The above report is respectfully submitted in the hope that there may be something in it to inspire teachers in other Divisions to organize into Locals and sublocals. Teachers are charged with being both non-professional and unbusinesslike. Active participation in the affairs of Locals and sublocals will disprove both contentions. Those interested should be able to obtain copies of the Acadia Division salary schedule and the Acadia Division Local Constitution from the General Secretary. They should be helpful where a local is just organizing.

ANDREW

The organization meeting of the Andrew A.T.A. Local was held in the local school on October 8, with sixteen teachers present. The main topic of discussion was the organization of a Track Meet to be held in Andrew on Friday afternoon, October 22nd. Twelve schools are expected to enter.

The following executive was elected for the school term 1937-38: President, Mr. L. L. Kostash, B.A., Andrew; Vice-President, Mr. G. Chornesky, Bukowina S.D.; Secretary-Treasurer and Press Correspondent, T. A. Shandro, Andrew; Social Committee, Misses E. Perich, A. Ambrosie and Mr. J. Tomashavsky.

The next meeting will be held at Sachawa School on Friday, October 15th with Messrs. A. Huchlak and S. Tomashavsky as hosts.

Mr. and Mrs. J. Huculak and Miss Wakaruk were hosts to the teachers of the Andrew A.T.A. Local at Chernowci School, Friday, October 15th.

During the business session much important business was disposed of. A system of exchange speakers with neighbouring locals was adopted. All arrangements for the Track and Field meet were completed.

Mr. Kostash was elected as the local's representative on the Lamont Inspectorate Teachers' Executive. A long discussion concerning the new proposed Lamont unit resulted in the listing of a large number of questions, suggestions, and problems which were handed to the inspectorate president.

A hearty vote of thanks was expressed to the retiring Secretary-Treasurer, Miss M. Procyk, who had occupied that position since the local's inauguration in 1934. A dainty lunch was served.

Announcement
Next meeting of the Andrew A.T.A. will be held in Andrew School, Friday, 8 p.m. sharp, November 19th.

ANDREW-DERWENT

The Andrew-Derwent District Association held this term's first meeting on October 16th at Myrnam. The large attendance was indeed gratifying and encouraging. The President, Mr. W. E. Kostash, ably directed the business session in the afternoon. He strongly urged the meeting to "give consideration to the establishment of a Teachers' Library which will be accessible to all teachers". He further urged greater professional etiquette stating that "illegal contracts are still being entered into by teachers, and unprofessional practices are resorted to to obtain positions". He pointed out how important it is to realize that "we will be treated as a professional body only as far as we behave in a professional manner."

Following the president's address much discussion arose regarding the proposed enlarged districts. The teachers and guests then adjourned to the Myrnam Hotel for the next treat—a turkey dinner. They spent the rest of the evening in the local dance hall, moving with measured steps to the strains of the Myrnam orchestra.

Guest speakers at the banquet were Mr. P. Danelovich, who welcomed the teachers in behalf of the Town Board of Trade; Mr. Fred Hannochko, member of the A.T.A. Executive, who stated that the "Department, the A.T.A. and the

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Inspectors are pulling together for the best of the profession"; Mr. Tyler of Edmonton, who gave an interesting account of "Research on Occupations"; Mr. L. B. Yule, Inspector of schools who added spice to the programme by relating some humorous incidents in the course of his inspections. The last speaker was Mr. H. Gerry, member of the A.T.A. Executive representing Edmonton, who gave a very interesting address on "The Teacher and the Changing World". He stated that the "rural teachers will play a great part in building up the professional status of the teachers". So cheer up, little school ma'am in the "sticks", you are not forgotten. Keep up the good work!

BERWYN

The Berwyn Local met on October 2nd when a new slate of officers was elected.

Mr. L. Garrison, B.A., President; Miss G. Cuthbertson, Vice-President; Miss D. Attwood, B.Sc., Secretary-Treasurer.

After the business meeting, the members enjoyed a chicken dinner which was followed by a dance.

The next regular meeting will be on November 6th.

BOW VALLEY

The first meeting of the Bow Valley A.T.A. Local was held in the Strathmore High School at 7:30, September 21st. The executive of the previous term were re-elected: R. E. Hoover from Carseland, president; S. Crowther, Strathmore, Vice-President; R. Eyres, Strathmore, Secretary.

The teachers discussed the Inter-School Sports' Meet which is to be held in Strathmore during October.

After the meeting an enjoyable lunch was served by Miss Gordon and Miss Folk of Strathmore.

BRETON

The first meeting of the Breton A.T.A. Local was held at the home of Mr. Stevens and his sister, on October 16th, at 2.30 p.m.

This being the first meeting of the local, it had a very good attendance and the business of the meeting was generally devoted to the organization of a local at this point. The following officers were elected for the 1937-38:

President, Mr. W. Stevens; Secretary-Treasurer, Miss L. Stevens; Vice-President, Mr. A. Price; Press Correspondent, Mr. J. Miles.

Other business of importance that was discussed was the forthcoming convention at Wetaskiwin and Mrs. G. Clemensmith was elected as a delegate to attend.

Another point introduced that the meeting thought other locals would be interested in was: To raise funds, each of the teachers who is a member would bring one or two items that they are preparing for their Christmas concert to one centre and combine all into one concert at which a charge of 25¢ would be made per adult. This then would easily form an evening's entertainment without the extra work being enforced on the teacher and the pupil and would also give both students and teachers a chance to view the work of students of schools in their immediate vicinity.

At the close of the meeting a very dainty lunch was served by Miss Stevens.

The next meeting was set for December 11th at 2.30 p.m. to be held in the same quarters.

BRUCE

At the October meeting of the Bruce Local, Mr. Her Gott and Mr. Van Horne were appointed to interview the Viking-Irma Local to discuss with them the status of the locals and the association in the new divisional unit, to be formed soon in this region.

The main feature of the meeting was an instructive address on School Fairs by Mr. Malaher of the Vermilion School of Agriculture.

A lively discussion and a pleasing lunch concluded a very successful programme.

BRUDERHEIM-LAMONT SUB-LOCAL

On Saturday afternoon, October 16th, the teachers of Lamont-Bruderheim sub-local met at Bruderheim School for the regular monthly meeting of the local. Visitors to the meeting were Messrs. Raymond Shaul, K. Semenuik and T.

A. Shandro, President of the newly organized Lamont Inspectorate District Local.

The meeting was opened by the President, Miss Cantrell. Important business included the election of officers as follows: President, L. A. Broughton; Vice-President, Miss McDougall; Secretary-Treasurer, Mrs. Lucas; District Local Representative, C. Shook; Press Reporter, F. J. Ennis.

Following the election of officers, Mr. Shaul spoke of some of the problems incident to the proposed larger unit. It was decided to write to Mr. H. C. Clark of Edmonton, for information regarding pensions, this to be discussed at future meetings.

It was decided to ask Inspector Hamilton to address the next meeting, which will be held in Lamont on November 20th.

Mrs. Lucas then gave a very interesting and instructive talk on her enterprise work. This was illustrated by exhibits of pupil activities.

A delicious lunch was then served by the hostess, Mrs. Lucas, assisted by some of her pupils. During the lunch hour a further opportunity was afforded to view the interesting exhibits of materials which Mrs. Lucas has collected for her work. A hearty vote of thanks was tendered the hostess for her hospitality and her contribution to the programme.

COALDALE

The teachers of the Coaldale A.T.A. Local met on October 14th at Coaldale for a social evening. Following an enjoyable programme of games, a short meeting was held at which the following officers were elected: President, Mr. J. White; Vice-President, Mr. C. M. Aller; Secretary, Miss B. Nolan; Treasurer, Miss E. G. Armer; Press Representative, Mr. T. W. MacKenzie.

A Council consisting of four members, Miss K. Collins, Miss I. James, Miss J. Nicol and Mr. H. Jackson was also elected.

After the meeting refreshments were served.

Future meetings will be held on the first Tuesday of each month, in the evening.

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COLEMAN SUB-LOCAL

The first meeting of the Fall term was held by the Coleman Sub-local of the A.T.A. in the High School building at 3.30 p.m., September 24th.

The first item of business was the election of new officers. They are as follows: President, Miss E. Wilson; Vice-President, Mr. R. Spillers; Secretary-Treasurer, Miss G. Brown; District Representative; Mr. J. Cousins; Press Correspondent, Miss M. Allan.

The meeting discussed plans for the Crow's Nest Pass track meet.

A short discussion took place regarding a proposed salary schedule to apply to Pass Teachers. This question was to be brought up at the coming meeting of the District Local.

A vote of thanks was tendered to the retiring officers who handled the affairs of the Sub-local very efficiently during a somewhat difficult term.

CRAIGMYLE

The regular meeting of the Craigmyle local was held in the Domestic Science room of the Craigmyle School. The following officers were elected:

President, G. Dann; Secretary, W. Barry; Vice-President, Mr. Standell; Press Correspondent, Miss M. Branum; Entertainment Committee, Miss B. Bell, Miss B. Sitlington, and Miss M. Smith.

After a short discussion on the School Fair we were treated to an illustrated lecture on Designing by Mr. G. Dann.

An invitation was sent to Mr. Staples, principal of the Delia High School to be guest speaker at our next meeting to be held on October 16th.

At the conclusion of the meeting lunch was served.

* * * *

The regular meeting of the Craigmyle A.T.A. was held in the Household Economics Room of the Craigmyle School on October 16th at 2:30 p.m.

Owing to the fact that the guest speaker, Mr. Staples, was not able to attend this meeting the portion of the after-

noon following the business meeting was spent in allotting points to the various schools competing in the Craigmyle and Delia Districts School Fair.

A delicious lunch was served by Miss Sitlington and Miss Smith.

The next meeting will be held on Saturday, November 13. Mr. A. Standell has been asked to speak.

CYPRESS SUB-LOCAL

The Cypress Sub-local No. 1 was reorganized on August 31, 1937. Officers were elected and Executives chosen. It was agreed to have the meetings the first Saturday of each month.

The October meeting took the form of a luncheon which was well attended. Inspector H. C. Sweet was the guest speaker. His instructive topic being "The Department's Requirements in the New Course of Studies".

The local is attempting to establish a central library for the country teachers.

The question of an increase in salaries was put before the Divisional Board by our representative. This question is still under discussion by the sub-local.

It is hoped our meetings will continue to be as well attended as the last one.

EDMONTON HIGH SCHOOL

The Edmonton High School Teachers' Association held its regular monthly meeting on Wednesday, October 6th at 8 p.m. at Alberta College.

Two factors were largely responsible for a comparatively small attendance of fifteen members. On Wednesday afternoon the finals in the field events of the Annual High School sports were held at Victoria High School grounds and the coaches and officials were doubtless exhausted by evening.

On Tuesday after four a joint meeting of Public and High School Locals took place at MacKay Avenue School and robbed the Wednesday meeting of the piece de resistance on its agenda—the question of salary restorations.

However, the faithful fifteen proceeded to dispose of the business of the evening under the Presidency of Dr. G. D. Misener.

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ALBERTA

Arrangements were made to look after a private canvass of our members in the interests of the Canadian National Institute for the Blind, each school representative being made responsible for his or her own school with all returns being made to the Secretary-Treasurer.

The President's report dealt with the policy of the Board regarding appointments to Intermediate schools, and the transfer of teachers.

Reports were received from standing committees.

As the representative of the Convention Committee, the secretary gave a report on the arrangements of that Committee to date. As the result of a canvass of all the High Schools in Edmonton it was found that although there had been no closing of the High Schools by reason of the epidemic, yet the majority of the schools favored a one-day Convention this fall.

Therefore it has been decided to hold this one-day Convention on Friday, November 12th instead of on Thursday and Friday, November 4th and 5th as previously planned. The meetings are to take place in the Normal School and will consist of discussion with a departmental official on the New Course of Studies during the morning and of sectional meetings in the afternoon.

The meeting adjourned at 9.10 p.m.

FOREMOST SUB-LOCAL

A meeting of the Foremost A.T.A. Sub-Local was held in the Foremost school on October 2nd at 3 p.m. The meeting was called to order by the Vice-President, Mr. C. Larson, because of the resignation of the president, Mr. Cooke.

The minutes of the last meeting were read and approved. It was moved by Miss Madill, seconded by Mr. Bohnet that Mr. Larson should become president. Carried. It was moved by Miss Murray, seconded by Miss Terriff that Mr. Folk should be the new Vice-President. Carried.

It was moved by Mr. Bohnet, seconded by Miss Murray that the fees for the local remain at one dollar. Carried.

It was moved by Miss Parisal, seconded by Miss Murray that the November meeting be held on November 13, instead of November 6, owing to the Lethbridge Teachers' Institute meeting being held on November 4th and 5th. Carried.

Miss Murray, Miss Parisal and Miss Terriff were appointed to make a list of points obtained from the Lethbridge Institute and to lead in the discussion on these topics at the meeting of the local the following week.

Miss Murray, Mr. Bohnet and Miss Terriff were appointed as a committee to make arrangements for a social evening to be held on Saturday, December 4th, at 8 p.m. for the teachers and their guests.

HARDISTY

An interesting discussion of Choral Singing in Intermediate Grades was led by Miss Margaret Elm at the second meeting of the Hardisty Local held on October 2nd. At the next meeting, November 6th, Miss E. Elm and Mrs. Smith will speak on Arithmetic for Division I. All members are urged to be present at all meetings on the first Saturday of each month.

HAY LAKE

Teachers of Hay Lake and surrounding district held their first meeting of the season on October 16th, in the Hay Lake School. The following officers were elected for the ensuing year: President, Mr. E. Lyle; Vice-President, Mr. E. Lindberg; Secretary-Treasurer, Mr. B. Lomnes; Correspondent, Mr. L. Adams.

A short business session followed with the President leading the discussion. The question of fees was discussed, and it was decided that as there was ample in the treasury, only new members were to pay the usual fee. In the future the meetings are to be held alternately at Hay Lake and New Sarepta on the third Saturday of every month, at two o'clock in the afternoon.

On the agenda for the next meeting is an Open Forum on Current School Problems, and each teacher is urged to be prepared to take part.

The next meeting will be held at New Sarepta, November 20th.

KILLAM-STROME

At the first meeting of the season the Killam-Strome Local planned its programme for the fall term. Meetings will be held on November 27 in the Killam School at 2.30 p.m. and on December 11 in the Strome School at 2.30 p.m.

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KITSCOTY

The teachers of Kitscoty and the surrounding district held a meeting at 8 o'clock, September 30th, in the Kitscoty school.

After a brief business meeting they discussed, by the open forum method, some phases of teaching Social Studies in the Intermediate School and the teaching of Music in the Elementary School.

The next meeting will be held on November 6th at 2 o'clock in the Kitscoty school. Several members of the Association will give papers on topics of interest to teachers.

LETHBRIDGE NORTHERN

A meeting of the teachers of the Lethbridge Northern Local was held in Picture Butte on Thursday evening, October 7th. Only nine teachers were present.

It was decided to hold the next meeting on November 2nd.

Mr. Lowery gave a very interesting address on the General Shop Course.

School supplies were discussed. No orders are to be sent to the Divisional Board until the requirements of each school are known.

A wage schedule for the division was considered. The salary schedule which has been accepted by the Board of Acadia District No. 8, was read and discussed. The teachers of the Picture Butte School are to revise the schedule and submit it to the next meeting for approval.

Mr. Moore's resignation as Press Correspondent was accepted. It was moved by Mr. Smith and seconded by Mr. Lowery that Miss Newton be Press Correspondent and Mr. Moore be a member of the Executive. The meeting then adjourned.

The Social Committee: Miss Pollock, Miss Kunst and Miss Oliver served a delicious lunch.

All members are urged to attend future meetings.

MANVILLE-MINBURN

The first regular meeting of the Manville-Minburn A.T.A. Local for the new term, was held in Manville School on September 11th.

Mrs. Hill, of Vermilion, gave a very helpful address on music appreciation. Inspector McLeod, of Vermilion, gave a lengthy and instructive talk on matters of general interest. Our appreciation and thanks go to Inspector McLeod and Mrs. Hill.

The meeting was concluded with lunch at the home of Mr. and Mrs. Brady.

MEDICINE HAT

The following Committees for 1937-38 were appointed at a meeting of the Executive of the Medicine Hat Local on June 16th, 1937, in the Toronto Street School.

Nominating Committee: The Executive consisting of Mr. C. Peasley, President; Mr. G. Davison, Secretary-Treasurer and Miss C. Conner, Vice-President.

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Educational Research: Miss L. Hamilton, Miss A. Rae, Mr. E. Ansley and Mr. R. Lindsay.

Programme Committee: Miss C. Connor, Mr. H. MacBain, Miss L. Mennear, Miss E. Hughes, Miss Hargrave, Miss Mabee, Miss Gordon, Miss P. Henderson, Mr. R. Bullen and Mr. W. Morris.

Press: Mr. L. McDonald, Miss N. McWaine and Miss O. McKay.

Salary: Mr. C. Peasley, Mr. E. Ansley, Miss D. Fecteau, Miss W. Henderson, Mr. A. McEachern, Mr. G. Davison, Miss Baillie and Miss Ansley.

Finance: Past President, Mr. G. Davison; President, Mr. C. Peasley; Vice-President, Miss C. Conner; Secretary-Treasurer, Mr. G. Davison; Chairman, Programme Committee, Miss C. Conner.

The first named in each Committee is the Chairman.

MYRNAM

On Saturday, September 25th at 2.30 p.m., the teachers of Myrnam and the surrounding district held their first regular A.T.A. meeting for the school year 1937-38. The meeting, at the New Myrnam High School, was attended by over a dozen teachers.

Mr. F. Magera, District Agriculturalist, gave a short address on the topic, "The School Fair" and invited his audience to consider seriously the advisability of making this locality a school fair district. After the address the local proceeded to business.

The name of the local for the following year will be Myrnam instead of Myrnam-Beauvallon.

The new Executive consists of William M. Teresio, President; Wm. Chorney, Vice-President; Miss J. T. Goshko, Secretary-Treasurer; and Thomas H. Cassidy, Press Correspondent. The Entertainment Committee will consist of Miss C. Gereluk, Miss A. Bereziuk and Mrs. L. Lisevich. The membership fee for the local was set at 25c each.

On Saturday, October the 16th, the convention of the Andrew-Derwent District Teachers' Association will be held at Myrnam. A banquet and a dance are being provided and distinguished guest speakers will be present. This meeting may deal with matters of vital importance to all teachers.

Next regular meeting will be held on Saturday, November 6th at 2.30 p.m., in the New Myrnam High School.

* * * *

On behalf of the local Alberta Teachers' Association of Myrnam and the children attending New Myrnam, Old Myrnam, Beauvallon, Old Beauvallon, South River, Mategama, Round Lake, Uryhn, Bohdan, Pathfinder and Green Bush Schools, I extend sincere thanks to all farmers who responded wonderfully to help the people and especially the children in the dried-out area of Alberta.

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Myrnam-Beauvallon district again showed that they are at the top in any humane work at hand. Congratulations!

—WM. M. TERESIO,
President A.T.A. Local of Myrnam.

OLDS

At the Olds Teachers' Convention on October 15th, the Olds Inspectorate Association of the Alberta Teachers' Association was organized. The Constitution was read and adopted and the Executive instructed to apply for a Charter.

The following officers were elected: President, Mr. H. S. Hodgins, Olds; Vice-President, Mr. M. Ward, Huxley; 2nd Vice-President, Mr. J. F. Shaw, James River; Secretary, Mr. C. R. Ford, Didsbury; Assistant Secretary and Press Reporter, Miss A. L. McCalla, Olds.

These together with a Councillor from each sub-local, will form the Executive.

PEACE RIVER

The regular meeting of the Peace River A.T.A. Local was held at the home of Mrs. Slater, October 2nd. Due to the small attendance, it was decided to postpone the election of officers until the next meeting. The question of re-organizing the district local was discussed.

The next meeting is to be held at the home of Mr. Norris on Saturday, November 6th, at 2 p.m. All teachers in surrounding districts are cordially invited to attend.

REDWATER-OPAL

The next meeting of the Redwater-Opal Local will be held on November 3rd at 7 p.m., at the home of Mr. T. Hirapko, of Egremont. Any new members wishing to join our local are cordially invited to attend.

The Redwater-Opal Local held its first meeting of the year at Opal on October 10th. Nine of the members were present.

After a general discussion, the election of officers for 1937-38 took place. Mr. John Pasemko was re-elected President. The new officers are: Miss M. Ellis, Vice-President; Miss S. Sawka, Secretary; and Mr. J. Sywolos, Press Correspondent.

Most of the discussion centred around the motion picture machine, which was purchased by the Redwater-Opal Local in January, 1936. It seems that the transportation of the machine from one school to the other will provide most of the difficulties.

The local also made plans for holding a Novelty Dance at Redwater on November 5th, the proceeds to be used as payment on the motion picture machine.

RAYMOND

The meeting of the Raymond Local for the purpose of electing officers for the coming year is scheduled for November 8th, at 4:15 p.m., at the Raymond Public School. Everyone please attend.

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ST. MICHAEL

The St. Michael Local held its regular monthly meeting at Peremepi School on October 1st. Discussion on the School Fair and Festival took place.

The meeting was closed with an enjoyable lunch served by Misses Evelyn Pasichny and Dorothy Bayduza.

SPIRIT RIVER-RYCROFT

The September meeting of the Spirit River-Rycroft Local was held on September 18th at 3 p.m., at the home of Miss Henderson. The President's chair was occupied by Miss Henderson until Mr. Blackie was elected to take the place of Mr. Badner, who is not at Spirit River this year. Much of the business was in connection with the time schedule for the motion picture machine. The local decided to buy a battery set for the projector instead of renting one as formerly. School boards will be asked to contribute to the cost. In the future, any proceeds from picture showings above cost of films, running expenses and the A.T.A. surplus fund, will be kept for school improvements.

The delicious lunch served by Miss Henderson, afforded an opportunity for the new teachers in the district to become better acquainted.

TABER-BARNWELL

The Taber-Barnwell Local held the first meeting of the new school year at the Taber School on September 27. Mr. Van Orman led a helpful discussion on reference literature available for the new courses. Mr. Carter, music teacher for the Taber Unit, gave a short inspirational talk on the place of music in the school's activities. The following officers were elected for the 1937-38 season: President, Mr. E. Elford; Vice-president, Mr. A. Earl; Secretary-Treasurer, Miss B. Harding; Executive officers, Mr. S. Hooper, ex-president, Miss B. Coughlin, Mr. H. Teskey. Miss M. Mackillican and Mr. S. Hooper will represent the Taber-Barnwell Local on the Taber Unit Council.

TAWATINAW

After being postponed from September 25, the first meeting for this term of the Tawatinaw A.T.A. Local was held at the home of Mr. and Mrs. Arneson on October 16. Seven members were in attendance. The following officers were elected: Miss N. McJannet, president; Miss I. Munn, vice-president; Mr. F. McMillan, secretary-treasurer and press correspondent.

It was decided that at the next meeting there will be a discussion, headed by Mr. C. J. Masur, on the Social Studies Course in Grades VII and VIII. Reports will be given by members who attended the Athabasca Convention.

THORHILD

A meeting of the Thorhild Local A.T.A. was held at Thorhild, October 2nd. The following officers were elected for the ensuing term: President, Mr. J. I. Zubick; Secretary, Miss Velma Miller; Press Correspondent, Mr. J. Wynne. A

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committee was formed to promote the organization of a district association. It was decided to hold future meetings on the first Saturday of every month.

THORSBY

The second regular meeting of the Thorsby Sub-local was held on October 16th at the home of our President, Mr. G. R. Mealing. There were six teachers present. The Secretary being absent, a provisional secretary was nominated.

The President gave an outline of the work done by the Executive towards organization of the local for the large division. Mr. Fox and Mr. Munden had addressed a meeting at Breton, but road conditions and transportation difficulties had prevented their attendance at Hoadley.

A letter from Rimbeay was read urging that the meeting scheduled there for the 23rd be cancelled and regional business be conducted during the Red Deer Convention. The meeting registered its approval of the suggestion.

Moved by Mr. Brown of Thorsby, seconded by Mr. Brown of Fruitland, that the Rimbeay Executive be urged to go ahead with the organization of the divisional local and to elect as much of the slate of officers and committees as they choose.—Carried.

A letter from J. A. Smith of Paradise Valley, the Geographic representative, was read. Mr. Smith expressed appreciation of the work being done by the Thorsby Executive and asked for a full report from the President, when the work was completed.

After adjournment, lunch was served by the hostess, Mrs. Mealing.

Members of the sub-local are urged to attend the next regular meeting to be held November 20th at Thorsby.

TOMAHAWK

The organization meeting of the Tomahawk A.T.A. was held on October 2nd at the home of Mrs. M. Deksne. The following officers were elected: President, Miss Ruth Whaley, Tomahawk; Vice-President, Mrs. M. A. McGinn, Whitby; Secretary-Treasurer, Miss Ruby Deksne, Limeson. A discussion followed in which plans were made for a circulating school library of reference material. It was decided to have a Question Box as a regular feature of further meetings.

After the meeting a delightful lunch was served by the hostess.

The next meeting will be held at the Tomahawk School, November 6th, at 2 p.m. Enterprise work will be displayed by Miss Ruth Whaley, followed by a round-table discussion. All teachers of surrounding districts are cordially invited to attend.

TWO HILLS

On Saturday, October 2nd, fourteen teachers from Two Hills and surrounding districts met at the Two Hills School to renew their A.T.A. Local's activities. Judging by the enthusiasm displayed and the care used in the selection of officers, the local is well started on an active and instructive programme.

The officers elected were as follows: President, Mr. N. Nyskin; Vice-President, Miss Helen Soldan; Secretary-Treasurer, Miss Sophie Dowhaniuk; Press Correspondent, Mr. Stanley Clarke.

Two committees were elected. With Mr. W. Taschuk as chairman, the Educational Research Committee is made up of Miss Rose Slevinsky, Mr. W. Grekul, Mr. P. M. Sherstanko. A Programme Committee of Mr. N. Skoropaduk, Miss R. Forbes and Miss K. Odynski, with Mr. John Berezan as chairman, was elected. The activities suggested by various committee members promise to make the meetings of the Two Hills Local the Mecca of teachers of the surrounding district.

The Constitution for the local was revised during the meeting. After much jovial discussion the fees were set at 50c per year.

A programme of educational research was discussed and it was suggested that the local subscribe to three or four research journals or magazines. These would form the basis for papers and discussions at the meetings. Later, the back copies would be circulated among the members of the local. The Educational Research Committee was instructed to select the best available journals for the purpose suggested, and report on the question to the next meeting.

All teachers of the districts surrounding Two Hills are cordially invited to attend the next meeting, Saturday, November 6th at 2 p.m., in the Two Hills School.

VIKING-WAINWRIGHT

The Annual Fall Rally of the Wainwright-Viking A.T.A. was held in Irma on September 18th. Speakers from Edmonton included: Mr. J. W. Barnett, Mr. D. L. Shortliffe, Mr. A. J. H. Powell and Mr. G. G. Harmon. A banquet and dance were enjoyed by the teachers at the close of the meeting.

The Annual Fall Track Meet was held in Wainwright on October 2nd. Despite unfavourable weather conditions, the meet was a decided success. Irma captured the town school cup and Melbrae won the cup for the rural school division.

VILNA-BELLIS

The Bavilla School teachers, Miss E. Radyk and George Hawrelak, welcomed and entertained over thirty-five teachers and friends. The following teachers were present: Misses Dufty, McIntosh, Mrs. N. Kuryluk and McKim Ross of Vilna; Misses M. Pelech and F. Ewasuk of Sidehill; Misses A. Pelech and Gushta of Stry; Mrs. N. Tashchuk of Bellis; Mr. J. Repka of Yuma; Miss K. Nickolaychuk and Mr. O. Zarsky of Prosvchenia; Miss Kay Huculak and Mr. Sims of Willingdon; Miss P. Batiuk of Sunny Knoll; Mr. E. Danchuk of Bellis; Mr. Peers of Vilna; Mr. Zaorzinoye of Mundare; Mr. Kully of Lowlevel; Mr. A. Fedorak of Dickiebush; Mr. Philawick of Lillyfield and others.

The Past President, S. W. Hawrelak, has been succeeded by MacKim Ross; Vice-President, Geo. J. Hawrelak; Secretary, Miss Ella Radyk; Secretary of the Motion Picture Machine Circuit, George Hawrelak.

Since the local covers a large territory it is divided into two sublocals, and this necessitated the election of two press correspondents and two social-business convenors; Mr. Peers and Mr. M. Kully being the press correspondents and Mrs. N. Kuryluk and Mr. J. Repka the convenors.

The local members are to meet four times a year twice in each sub-local, and the sub-local members to meet every month.

A motion, upholding the rights of teacher's citizenship, was strongly supported.

Another motion was brought in that the teacher-host be responsible for a book review or an educational topic to be presented at the next meeting followed by an open forum.

A discussion took place on frequency of picture showings and type of films to be obtained.

The meeting adjourned until November 20th at Vilna.

WASKATEAU

The annual meeting of the Waskatenau Local was held in the Waskatenau School on October 1st. There were seven members in attendance.

The greater part of the meeting was devoted to the election of officers for the coming year, the following being elected: President, Miss N. Brown, Waskatenau; Vice-President, Miss M. Lawrence, Clodford; Secretary-Treasurer, Miss J. Anderson, Sprucefield; Press Correspondent, Miss V. Knight, Waskatenau; Social Convenor, Miss G. Forbes, Riverland; Sports Convenor, Mr. I. Nicoll, Radway; Educational Research Convenor, Miss B. Phillips, Clodford.

A track meet, to be held in the latter part of October, was then discussed. It was decided to hold a meeting on the first Saturday of each month.

Following the business, Miss Brown and Miss Simpson served a dainty lunch in the school kitchen.

WARNER

The Warner A.T.A. Local held its first meeting in Warner on September 27th. There were 17 teachers in attendance. The following is the Executive for the coming year: President, Mr. J. B. Fisher; Vice-President, Mr. Kuzmar; Secretary-Treasurer, Miss M. Gordon; Councillors, Mr. M. Keel, Mr. A. Cahoon; Press Reporter, Miss R. Nichols.

It was decided to hold meetings on the second Saturday of each month at 8 p.m. The November meeting will be held in Wrentham.

ZENITH

On October 11th, the Zenith Local of the A.T.A. was organized, including the following schools: Model, Fritz Hill, Zenith, Dunbarney, Docendo, Fenn, Wellsburg.

The following officers were elected: President, Mr. B. Marsh; Vice-President, Miss Southerland; Secretary-Treasurer, Miss M. Rasmussen; Press Correspondent, Miss Elsie Grodeland.





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